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ABSTRACT

This package consists of a teacher's guide and 12 learning modules that have been designed for middle school home economics exploration and orientation courses. Presented in the teacher's guide are suggested instructional strategies for using the learning modules in interdisciplinary settings. The following topics are covered in the learning modules: careers in home economics, personal development, personal grooming and hygiene, employability skills, food and nutrition/culinary arts, clothing and textiles, child care and human services, housing and home furnishing, home and institutional management, home and family life, computer literacy, and leadership skills and Future Homemakers of America/Home Economics Related Occupations. The learning modules, which have been developed in a competency-based instruction format, contain the following: objective and introduction sheet (including student learning objectives and performance standards); teacher activity sheet (including suggested preparation activities, teaching activities, and suggestions for incorporating home economics competencies into academic courses); reference information for teachers; transparency masters; student handouts/activity sheets; activity sheet answers; and student progress chart. A counselor's/adviser's guide summarizing career opportunities in the hospitality industry is also included. (MN)

ED 372 200

Hospitality Industry Program

HIP CAT

Culinary Arts Transition

TEACHER'S GUIDE

CE 066 792

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Module VIII: Housing and Home Furnishing

Module IX: Home and Institutional Management

Module X: Home and Family Life

Module XI: Computer Literacy

Module XII: Leadership Skills and FHA/HERO

FLORIDA DEPARTMENT OF EDUCATION
Doug Jamerson
Commissioner of Education

July 26, 1994

Dear Principal:

As we seek to implement Blueprint 2000, we offer you a new curriculum tool -- HIP-CAT. HIP-CAT, the "Hospitality and Industry Program Culinary Arts Transition" curriculum, is a collaborative effort of the Florida Department of Education, the Florida Restaurant Association and Dade County Public Schools. This curriculum can help students achieve Goals 2 and 3 of Blueprint 2000.

The HIP-CAT material is designed for integration into the middle school level Home Economics exploration and orientation courses, and is excellent for interdisciplinary settings. Home Economics teachers and teachers of other programs can jointly plan instructions and develop teaching strategies to set up HIP-CAT-related themes, such as careers in the food-service industry. HIP-CAT's approach or project-based instruction is an effective way to integrate subject matter across disciplines.

We have enclosed a complementary copy of HIP-CAT for use at your school. If you need additional information concerning the materials, please contact:

Mr. Robert Nelson, Senior Director Florida Restaurant Association 305/921-6300	or	Dr. Dorothy Bouie, Home Economics Director Florida Department of Education 904/487-0603

There is a limited number of free copies available by calling: Bureau of Career Development and Educational Improvement, Florida Department of Education, toll-free at 1-800-342-9271. The HIP-CAT order number is HE333.

Sincerely,

Doug Jamerson

Doug Jamerson
Commissioner

DJ/gtw

Enclosure

Tallahassee, Florida 32399

Affirmative action/equal opportunity employer

ACKNOWLEDGMENTS

Developing, reviewing, and revising the *Hospitality Industry Program-Culinary Arts Transition Teacher's Guide* (HIP-CAT) was a complex task. Many individuals committed their time and expertise to the production of this guide.

The Florida Restaurant Association would like to acknowledge and express its appreciation to the following teams:

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The following agencies gave permission to use their materials:

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Hillsborough County Public Schools, Tampa, Florida
New Mexico State Department of Education, Albuquerque, New Mexico
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ABOUT THE *HIP-CAT TEACHER'S GUIDE*

PURPOSE

The Hospitality Industry Program-Culinary Arts Transition Teacher's Guide (HIP-CAT) is designed to provide you, the home-economics teacher in middle school, with some instructional strategies and the materials necessary to teach topics in HIP-CAT that are related to Florida's student performance standards for two middle-school home-economics programs: Exploration of Home Economics Occupations and Orientation to Home Economics Occupations.

This guide is not a self-contained instructional package: it does not include all the necessary materials. To use this guide effectively, you should have the following textbooks available for your students and yourself:

- Craig, B. L. and Miles, J. B., *Careers in Home Economics*, including the *Teacher's Edition* and the *Workbook Teacher's Edition*, EMC Publishing, St. Paul, Minnesota, 1992
- *Creative Living: Basic Concepts in Home Economics* (fourth edition), including the *Teacher's Wraparound Edition, Teacher's Resource Binder*, and the *Student Workbook*, Glencoe/ McGraw-Hill Company, Mission Hills, California, 1990
- Optional: Thompson, P. J., Jax, J. A., and Kiser, J. D., *Resources for Living* (second edition), including *Workbook*, EMC Publishing, St. Paul, Minnesota, 1990

Also, the following materials are made available for your use by the Florida Department of Education (FDOE):

- *Employability Skills Series*
- *Pathways to Your Future*
- *Florida VIEW Career Profiles*

Note: To order these materials and the *FDOE Products Catalog*, call 800-342-9271.

HIP-CAT materials are designed for the theme approach in teaching other programs as well as home economics. The team-teaching method is highly recommended for that purpose. Home-economics teachers and teachers of other programs should plan instructions together to set up HIP-CAT-related themes, such as careers in the food-service industry, and to develop instructional strategies. The theme approach or project-based instruction is an effective way to teach young adolescents to integrate subject matter across disciplines.

COMPONENTS

This guide consists of the 12 modules listed below, but the order of the modules can be changed to suit your teaching situation.

Module I: Careers in Home Economics
Module II: Personal Development
Module III: Personal Grooming and Hygiene
Module IV: Employability Skills
Module V: Foods and Nutrition/Culinary Arts
Module VI: Clothing and Textiles
Module VII: Child Care and Human Services
Module VIII: Housing and Home Furnishing
Module IX: Home and Institutional Management
Module X: Home and Family Life
Module XI: Computer Literacy
Module XII: Leadership Skills and FHA/HERO

In addition, an SPS and HIP-CAT Lesson Match Chart, a Career Merit Achievement Plan (Career MAP), and a Certificate of Achievement are included. They follow immediately after this section.

The **SPS and HIP-CAT Lesson Match Chart** is designed to help you identify the SPS you can cover with HIP-CAT materials.

The **Career MAP** is for you to use as is or to modify to reflect your program objectives. Make a copy for each student and record each student's mastery of each objective. This matrix of HIP-CAT objectives/competencies is designed to reflect the knowledge and skills students have mastered. It is intended to facilitate articulation and communication among home-economics teachers of middle school and high school and potential employers of the students when they are eligible to obtain a job in the culinary industry. The Career MAP can also be used for student counseling, curriculum planning, program updating, facility layout and design, equipment-requirement planning, and student evaluation. It may be useful in discussions with the program advisory committee.

The **Certificate of Achievement** is for you to duplicate and give to students either at the end of each module or at the end of the entire program.

HOW TO USE THE HIP-CAT TEACHER'S GUIDE

The HIP-CAT program is designed as a middle-school career exploration program for the food-service industry; therefore, you should incorporate food-service and restaurant examples in all modules throughout the program.

For example, in Module I, focus on the multitude of careers in the food-service industry. In Module II, discuss why personal development is extremely important for success in the food-service and hospitality industry. In Module III, emphasize why personal grooming and hygiene are important in the restaurant industry. In Module IV, focus the class discussion on the importance of employability skills to students who seek employment in the food-service and hospitality industry. Students could have mock interviews using a food-service and restaurant environment in a role-playing activity. For clothing and textiles in Module VI, have students make aprons, chef hats, linen napkins, etc., that are used in the food-service and restaurant industry. Also, in Module XI, focus on the use of computers in restaurants. Computers are used for cash registers and point-of-sale equipment, inventory control, scheduling, time clocks, transmitting information from the waiters to the cooking line, tracking costs, etc. In Module XII, discuss how important leadership skills are for an individual who wants to be successful in the food-service and hospitality industry.

Each module consists of several lessons. A lesson may include the Objective and Introduction, Teacher Activity (TA), Teacher Reference (TR), Transparency Master (TM), Student Handout (SH), Student Activity (SA), Feedback to SA, Student Progress Check (SPC), and Answers to SPC. All lessons include the Objective and Introduction sheet and the Teacher Activity sheet, but the TR, TM, SH, SA, Feedback to SA, SPC, and Answers to SPC are included only when appropriate.

INTENDED USE OF THE LESSONS

The **Objective and Introduction** sheet includes the (1) student learning objective; (2) student performance standards (SPS) of one or both of the middle-school home-economics programs, if any SPS match the lesson objective; and (3) introduction. The **Objective** states what students are expected to be able to do after completing the lesson. When any SPS is matched with the lesson objective, the SPS is taken from Florida's 1993 edition of *Student Performance Standards* of middle-school home-economics programs. If the objective does not match any SPS, "NA" (not applicable) is shown. The program of the SPS is indicated with the initial "**E**" (for Exploration of Home Economics) or "**O**" (for Orientation to Home Economics). The **Introduction** is a brief statement of the rationale for the lesson.

The **Teacher Activity** sheet consists of three parts: Preparation, Presentation and Resources, and In Other Programs. The **Preparation** section includes suggested activities for preparing for the lesson. The **Presentation** column lists suggested teaching activities; the **Resources** column lists suggested resource materials for each activity. In some lessons, the **Presentation** column also includes the **Answers to the SPC** or the **Student Activity**, if they are short (in order to save paper). The **In Other Programs** part contains a few suggestions for teaching the same topic in academic programs such as English, math, social studies, and science. (These suggestions were made as a result of the pilot tests done by teachers at Miami Edison Middle School and Palmetto Middle School in Miami, Florida.) If your school implements the theme approach or project-based instruction, this suggestion may help other teachers. When no suggestions were made by pilot test teachers, "Please add" is written as a prompt for you to add suggestions.

The **Teacher Reference** is for your reference only; please read this section for your lesson preparation. The **Transparency Master** is for you to use in making a transparency. The **Student Handout** is for you to photocopy; you can then distribute copies to the students for their reading. You will also photocopy the **Student Activity** and give a copy to each student to complete. The **Feedback to Student Activity** is provided immediately after the SA. (As noted above, if the answers take only a small space on the page, they are included in the **Presentation** column on the **Teacher Activity** sheet.) The **Student Progress Check** is provided at the end of each lesson for you to use in checking each student's mastery level or progress on the lesson. The **Answers to SPC** sheet appears immediately after the SPC, unless the answers are short enough to be included in the **Presentation** column.

In some lessons, sections of textbooks (*Careers in Home Economics* and *Creative Living*) are to be used for the student handouts, student activity, student progress check, and the answers to the SPC. In those cases, appropriate page numbers are cited in the **Preparation** and in the **Resource** columns on the **Teacher Activity** page(s).

INSTRUCTIONAL STRATEGIES

The **Presentation** column for each **Teacher Activity** provides instructional strategies to give you some ideas for teaching the lesson. You can use them as is or revise them to better accomplish the student learning objectives or student performance standards. When revising or developing your instructional strategies, consider the needs and characteristics of your students, the resources and time available, the policies of your school and county, and other relevant factors.

Whether using the HIP-CAT materials as is or adapting them, make sure that knowledge and skills are introduced in a planned, sequential manner by using a student-centered, hands-on, experiential approach to learning. In a student-centered approach, you can expect students to be actively involved in learning in a participatory, supportive environment and to have the opportunity to practice and develop skills related to the HIP-CAT content. Student-centered, hands-on, experiential instructional strategies include class discussions, group activities, library research, laboratory work, simulations, real-life relevant tasks, and community involvement.

Revising Instructional Strategies

1. Structure a lecture by having a guest speaker or taking the students on field trips. Have the class develop a checklist or a set of questions prior to the lecture or field trip. This will help students focus on relevant information.

2. Demonstrate an activity or concept.

   - Describe what will be demonstrated, demonstrate the activity, and repeat the description.

   - Have a student describe the demonstration for the other students. Sometimes a student's explanation makes it more understandable for students with limited vocabulary.

   - Videotape your demonstration so that it can be reviewed more than once.

3. Provide students with an outline of your lecture, leaving space for recording notes. This will give the students a structure and assist them with organizing their study.

4. Allow students who have difficulty taking notes to tape lectures and class discussions or to photocopy another student's notes.

5. Use alternative testing techniques for special-needs students. The needed testing modifications must be identified in the student's Individualized Education Plan (IEP). Both special and occupational education teachers need to work in close cooperation so that testing modifications can be used consistently throughout the student's program.

6. Use activities before and after films, filmstrips, videotapes, etc., to fully utilize this medium. For example:

   - Statements such as "While you are watching this film, pay particular attention to...." or "List all the...." or "We will be discussing this film after we view it, so you should list any questions, issues, or topics you would like to discuss...." should be appropriate.

   - Stop the film at critical places to reinforce, expand, and/or highlight a concept.

7. Identify, define, and pre-teach key words or terms that are essential for understanding the content/concepts to be presented on a particular topic.

8. Check periodically to determine whether students understand or to conduct lectures, discussions, demonstrations, etc., and to explain how the actvity is related to the overall topic. Encourage students to express their understanding. It may be necessary to have small-group discussions or to have each student work with a partner to determine this.

9. Provide students and special-education teachers with a tape oflectures that contain substantial new vocabulary content and of talks by guest speakers for further review within their special-education class.

10. Assign a partner to a student for the duration of a module as an additional resource to facilitate clarification of daily assignments, promptness of assignments, and access to daily class notes.

11. Provide a timeline with benchmarks as indicators for the completion of major project or report sections, when assigning long-term projects or reports. Students who have difficulty organizing their work and adhering to a time sequence may need to see the completion of sections to maintain the organization of a lengthy project or report.

12. Consider the characteristics of your students.

What follows are typical learning characteristics of junior-high and middle-school students and instructional strategies designed to suit these characteristics.

Instructional Strategies and Facilities are adapted from *Home Economics CORE Courses*, New York State Department of Education, 1987 Used with permission

Characteristics of Junior-High/Middle-School Students	Instructional Strategies
· May often experience difficulty in carrying out long-range projects; may be restless with a short attention span.	· Provide variety in content and methods. Work on projects that can be completed in a short period of time or broken down and completed in parts. Encourage active participation in discussions and other class activities.
· Are inclined to daydream.	· Make the most of the tendency by asking students to "dream up" situations and consumer problems to be dramatized and solved in class.
· Are inclined to be forgetful.	· Provide unique reminders for important assignments and activities. Use the bulletin board for announcements and personal notes; provide written notices showing when assignments and projects are due during the term. Involve students in getting reminders out.
· Are inclined to be enthusiastic and impulsive.	· Create an atmosphere for taking advantage of enthusiasm and impulsiveness with techniques such as brainstorming, ad-lib skits, word association, self-chosen projects, and assignments.
· May experience difficulty in generalizing and may need a fairly detailed content outline; but are beginning to develop the ability to analyze, classify, and evaluate.	· Work from a well-structured outline that leaves room for further development. Use leading questions and a problem-solving approach to help students develop concepts, evaluate them, draw conclusions, and relate material to real-life situations.
· Are interested primarily in self, but are gradually developing a greater interest in the outside world and in family money problems.	· Start with problems and interests typical of students, then move on to those involving family, community, and society. For instance, the 12-year-old is concerned with a lack of money. Start with this problem and move into a discussion of family money problems, then go on to money shortages in the community, and finally bring up the allocation and scarcity of resources in our society.
· Live primarily in the present--now rather than tomorrow--but are gradually growing more concerned about their future.	· Build on present interests and problems. Use as examples the types of things students buy and the problems they have now with money. Deal with immediate and then distant-future consumer activities.

FACILITIES

The HIP-CAT program requires a facility that has interrelated, interconnected, and flexible classrooms. These classrooms must be able to support laboratory experiences in clothing and textiles and in food and nutrition (culinary arts). Adequate storage, laundry facilities, and space for audiovisual and computer equipment and materials should also be designated.

Adapted from *Home and Career Skills*, New York State Department of Education. Used with permission. Original source: *Age of Adaptation*, Chicago: Educator Resources Series, 1971, p. 32.

Note: For more information on how to improve your instructional strategies for middle-school students, refer to the following booklet, which can be obtained from Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789:

R. L. Gilstrap, C. Bierman, and T. R. McKnight, *Improving Instruction in Middle Schools* (Fastback 331), Phi Delta, Kappa, 1992

SUGGESTED PROCEDURES FOR USING THE GUIDE

The following are suggested procedures for using this guide:

Before the Class

1. Modify the list of student performance standards (SPS) in the **SPS/HIP-CAT Lesson Match Chart**, as the SPS is updated every year.

   Note: The chart is found after this section.

2. Select the SPS for your lesson.

3. Identify the HIP-CAT objective covering the SPS you have selected, using the SPS/HIP-CAT Lesson Match Chart.

4. Review this guide and the textbooks required for the lessons.

5. Make any necessary modifications to the materials in this guide to fit the needs of your class.

   - Identify other reference materials and review them. List them in this guide.

   - Identify additional teaching activities, such as guest speakers, field trips, and audiovisual presentations.

   - Make arrangements for these additional activities.

   - Develop a checklist for each field trip or guest speaker.

- Consult with teachers of other programs such as English, math, and science to modify and/or add suggestions for teaching activities for the same topic as the lesson "In Other Programs."

6. Decide for each lesson whether to use the SPC as an exercise or as a posttest. When the SPC is used as an exercise, develop a test for that lesson.

7. Prepare transparencies, handouts, activities, and student progress check sheets from this guide or the textbooks.

8. Decide whether to give the Certificate of Achievement for each module or for the entire program. Make copies of the certificate as necessary and sign your name.

Using the suggestions in the Preparation part of the **Teacher Activity** sheet as a general guide, prepare for the lesson.

During the Class

1. Gain your students' attention by covering the Introduction. You may want to add your personal experiences, anecdotes, and other stories to motivate students to learn the lesson.

2. Let your students know the lesson objective--what they are expected to do upon completion of the lesson.

3. Present the lesson, using the suggested instructional strategies listed in the Presentation column and the materials in the Resource column as a general guide. Basically, the classroom activities may include the following:

    - Present the information in the **Teacher Reference** sheet and in any other reference materials you have identified.
    - Present the information, using transparencies.
    - Have students read the **Student Handout**(s) or textbooks.
    - Have students complete the **Student Activity** sheet(s) or exercises in the textbooks.
    - Discuss the answers to these activities.
    - Have students do the small-group projects and present their work.
    - Discuss the students' work.
    - Have students complete the **Student Progress Check**(s).
    - Provide feedback and discuss the questions in the SPC.

4. Involve your students in all aspects of the instruction by asking questions and assigning small-group discussions, presentations, student activity sheets, etc.

After the Class

1. Assist your students with their individual questions, projects, and problems.

2. Evaluate your students' performances on the SPC.

3. Record the students' progress on the progress chart, using the Career Merit Achievement Plan (Career MAP).

4. Identify the changes needed to improve the lesson and incorporate them in this guide.

SUGGESTIONS FOR INSTRUCTIONAL ACTIVITIES

In addition to the specific suggestions provided in the Teacher Activity pages for HIP-CAT instructional strategies, you may want to consider some of the following activities:

- **Learning Centers.** Utilize a learning center to individualize instruction and to free yourself either to work with students or to catch up on grading. Set up five to six areas in which you have devised structured activities that students can work on at their own pace. For example, to set up a learning center on restaurant business, set up separate areas for restaurant furnishing, menu planning, food preparation, food service, restaurant building management, etc.

- **Simulated Situations.** Use simulated situations such as holding mock weddings, taking care of "egg babies," planning budgets with roommates, decorating a mock restaurant or hotel room to enhance students "experience" and learning, etc.

- **Bulletin Boards.** Assign bulletin boards as small-group projects. The students should plan, organize, research, and work together.

- **Relay Games.** Play relay games, such as threading the machine and finding kitchen equipment, which are usually enjoyed by most students. Line them up with lists of what they need to find in the kitchen. The team that finds everything on its list first wins.

- **Bingo Games**. Use bingo games to teach vocabulary and names of equipment.

- **Other Games.** Use games like Jeopardy, Password, Concentration, Spelling Bee, and Family Feud to review certain concepts. Write the questions on one side of the paper and the answers on the other side. Use the paper like flash cards. Aides or students can help prepare these game cards. Once they are made, they can be used repeatedly.

- **Student Demonstration.** Have students demonstrate a skill they have. For example, students can put together a recipe book and distribute their nutritional snack recipes as an FHA/HERO project.

- **Slide Presentation.** Have students make their own slide presentations on subjects they are learning about. Students love to see themselves in "pictures" and the planning, organization, and research they have to do is worthwhile.

- **Tasting Party** in foods lab. Have students make a variety of foods during one lab, and then have a tasting party. For example, in a unit on fruits, you might have each kitchen make a different dish, then set up a buffet so that everyone can taste the efforts of each kitchen. This will sometimes cut down on wasted food and will give the students a wider taste experience.

- **Sample making** for clothing lab. Use sample making as a substitute, when projects don't cover all the skills the students need to learn.

In addition, consider the following suggestions for preparation, teaching, and management ideas:

- **Labels.** Label where everything goes in the classroom, using DYM plastic label makers. Take the students on a walking tour to show them where things belong so they can retrieve and put them away.
- **Sign-out Sheet.** Have a sign-out sheet for anything in your department that others might borrow. Post it near the door.
- **Magazines.** Save magazines, telephone books, and mail-order catalogs of all types. They come in handy for "quickie" activities for collages; "getting to know each other" activities; advertisements or information about community resources, consumerism, budgeting, and planning family expenditures; FHA/HERO activities; etc.
- **Small Prizes.** Have small prizes once in a while for game winners. A bag of candy, granola, cookies, and pencils may appeal to students. Sometimes you can get promotional items that students love from businesses.
- **Clear Contact Paper**. Use clear contact paper to protect the pictures and posters you had a hard time finding or spent a lot of time making.
- **Students' Ideas.** Ask the students occasionally what they would like to do. They may think of someone they would like to have come in as a guest speaker, for example.

For everything you do, remember to:

- check and recheck what you have done.
- give people more time than you think they'll need to do things, like reproducing materials, getting materials to you, laminating, etc.
- go over and over in your mind what you want to do, what could go wrong, and what the students might need or ask for, so that you're totally prepared.
- be organized. Disorganization is not tolerated well by students.
- be prepared with what you might do if something doesn't work out the way you wanted it to, or if you have extra time left at the end of the period.

Adapted from *Vocational Home Economics: New Teacher's Survival Guide*. New Mexico State Department of Education. Used with permission

SPS and HIP-CAT Lesson Match Chart

The HIP-CAT lessons, which cover the student performance standards (SPS) of two middle-school home-economics courses, Orientation to Home Economics Occupations and Exploration of Home Economics Occupations, are listed in the chart that follows. For example, HIP-CAT Lesson III-1 covers the Orientation to Home Economics Occupations, SPS 07.01.

If a HIP-CAT lesson does not match the SPS of either course, the lesson column is left blank.

The last column, Other Resources, provides space for you to record the resource materials that you used to cover the SPS.

Note: The SPS numbers in this matrix correspond to those of July 1994. As the list of SPS is updated, change the SPS numbers in this chart to match the updated SPS. As you modify the HIP-CAT lesson materials, modify this chart also.

Course Title: Orientation to Home Economics Occupations

SPS	HIP-CAT Lesson	Other Resources	SPS	HIP-CAT Lesson	Other Resources
01.01	I-2, IV-2		08.02	IX-3	
01.02			08.03	IX-3	
01.03			08.04		
01.04	IV-1, 3, 4,		**09.01**		
	6, 7		09.02	VII-3, 6	
02.01	II-1		09.03	VII-8	
02.02	II-2		09.04	VII-7	
02.03	II-3		09.05	VII-1	
02.04			**10.01**		
03.01			10.02		
03.02			10.03		
03.03	II-5		10.04		
03.04	II-7		10.05	VI-4	
04.01	II-6		10.06		
04.02			10.07		
04.03			**11.01**	XI-1	
05.01			11.02	XI-1	
05.02			11.03	XI-1	
05.03			11.04	XI-3	
05.04			11.05		
05.06			11.06	XI-3	
06.01			**12.01**	XII-1	
06.02			12.02	XII-2	
06.03			12.03	XII-2	
07.01	III-1		12.04		
07.02	III-2		12.05	XII-4	
07.03	III-3		12.06		
08.01	I-3		12.07	XII-5	

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Course Title: Exploration of Home Economics Occupations

SPS	HIP-CAT Lesson	Other Resources	SPS	HIP-CAT Lesson	Other Resources
01.01	X-1		06.03		
01.02			06.04	VIII-1	
01.03			06.05	VIII-5	
01.04			06.06		
01.05			06.07	VIII-3	
01.06			**07.01**	III-1, IX-1	
02.01			07.02	III-2	
02.02			07.03	III-3	
02.03			07.04	IX-1	
02.04			07.05		
02.05			07.06		
02.06			07.07		
02.07			07.08	IX-4	
03.01	VII-1		**08.01**	I-3	
03.02			08.02		
03.03			08.03		
03.04	VII-6		**09.01**	XI-1	
03.05			09.02	XI-1	
03.06	VII-2		09.03	XI-1	
03.07	VII-9		09.04	XI-3	
04.01	VI-1		09.05		
04.02			09.06	XI-3	
04.03	VI-1		**10.01**		
04.04			10.02		
04.05	VI-1		10.03		
04.06			10.04		
04.07	VI-5, 6		10.05		
05.01			10.06		
05.02			**11.01**	XII-1	
05.03			11.02	XII-2	
05.04			11.03	XII-2	
05.06			11.04		
05.07			11.05	XII-4	
06.01	VIII-1		11.06		
06.02			11.07	XII-5	

HIP-CAT Career MAP

PURPOSE OF THE CAREER MAP

The main purpose of the Career MAP is to display and document the level of achievement on student performance standards (SPS) that the student demonstrates.

HOW TO USE THE CAREER MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement, and teacher recruitment, selection, and updating. If the local education agency (LEA) changes or adds SPS, the revised or additional SPS should be included in the blank boxes that appear within each intended outcome or at the end of this Career MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on SPS. By periodically reviewing the ratings on SPS, the instructor can identify a student's strengths and weaknesses and, on that basis, identify the skills for which the student needs remedial instruction or advanced training. The Career MAP can also be useful in student counseling and evaluation.

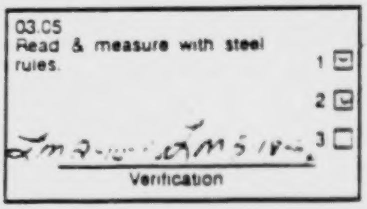
Student. The student may use the Career MAP to show potential employers the performance standards he/she has mastered, if the student is old enough to get a part-time job. In order to present a complete record, the student should encourage the instructor to rate his/her level of achievement on all the appropriate SPS and to fill in the verification form page at the end of the Career MAP.

RATING STUDENT PERFORMANCE STANDARDS

You, as the evaluator, should observe and evaluate student performance as follows:

1 = Student demonstrates knowledge and understanding of this SPS, but is not yet able to apply that knowledge or understanding.
2 = Student performs this SPS satisfactorily with only periodic supervision.
3 = Student performs this SPS satisfactorily without supervision.

Whenever an SPS is demonstrated, you should check the appropriate rating box (1, 2, or 3) and initial and date on the verification line. If the student later demonstrates a higher level of achievement on a performance competency, you should cross out the old level, check the higher level, and then enter your initials and the new date on the verification line, as shown in the following example.



03.C5
Read & measure with steel rules.

1 ☒
2 ☑
3 ☐

[illegible]
Verification

A student performance standard without a checked rating indicates that the student has not mastered the standard from lack of either ability, time, opportunity, or need.

Note: Because of the exploratory nature of the middle-school home-economics courses, you may not be able to utilize the Career MAP, which is designed basically for job-preparation programs, to its full potential.

I. Careers in Home Economics

I.1 Identify careers (job titles) in the six areas of Home Economics (HE). 1 ☐ 2 ☐ 3 ☐ Verification	I.2 Locate a job in a food-service area, using newspaper classified advertisements. 1 ☐ 2 ☐ 3 ☐ Verification	I.3 Identify personal interests, aptitudes, and attitudes that are important to consider when one is making a career choice in home economics. 1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

II. Personal Development

II.1 Describe the meaning of ***self-awareness***. 1 ☐ 2 ☐ 3 ☐ Verification	II.2 List traits of positive self-concept. 1 ☐ 2 ☐ 3 ☐ Verification	II.3 Identify ways of building self-esteem in oneself and in others. 1 ☐ 2 ☐ 3 ☐ Verification
II.4 Identify good communication skills. 1 ☐ 2 ☐ 3 ☐ Verification	II.5 Identify desirable and undesirable characteristics for developing and maintaining a workable relationship with others. 1 ☐ 2 ☐ 3 ☐ Verification	II.6 Define ***peer pressure*** and the effects of friendship groups. 1 ☐ 2 ☐ 3 ☐ Verification
II.7 Describe the importance of positive relationships to achieving one's goals. 1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

III. Personal Grooming and Hygiene

III.1 Describe the importance of grooming, hygiene, and health care to one's self-concept.
1 ☐
2 ☐
3 ☐
____
Verification

III.2 Describe grooming routines that are done daily and weekly.
1 ☐
2 ☐
3 ☐
____
Verification

III.3 Prepare a time schedule for hygiene, grooming, and health care needs.
1 ☐
2 ☐
3 ☐
____
Verification

1 ☐
2 ☐
3 ☐
____
Verification

1 ☐
2 ☐
3 ☐
____
Verification

1 ☐
2 ☐
3 ☐
____
Verification

1 ☐
2 ☐
3 ☐
____
Verification

1 ☐
2 ☐
3 ☐
____
Verification

1 ☐
2 ☐
3 ☐
____
Verification

IV. Employability Skills

IV.1 Identify factors that affect employability.
1 ☐
2 ☐
3 ☐
____
Verification

IV.2 Develop a plan for recognizing job opportunities.
1 ☐
2 ☐
3 ☐
____
Verification

IV.3 Complete a job-application form.
1 ☐
2 ☐
3 ☐
____
Verification

IV.4 Identify ways to make a good impression when interviewing.
1 ☐
2 ☐
3 ☐
____
Verification

IV.5 Identify child-labor laws and ways they pertain to the local food-service and hospitality industry.
1 ☐
2 ☐
3 ☐
____
Verification

IV.6 Identify responsible work habits.
1 ☐
2 ☐
3 ☐
____
Verification

IV.7 Identify the personal characteristics required for advancing on the job.
1 ☐
2 ☐
3 ☐
____
Verification

1 ☐
2 ☐
3 ☐
____
Verification

1 ☐
2 ☐
3 ☐
____
Verification

V. Foods and Nutrition/Culinary Arts

V.1 Identify trends in the food-service industry.
1 ☐
2 ☐
3 ☐
____
Verification

V.2 Identify jobs and careers in food management, production, and service.
1 ☐
2 ☐
3 ☐
____
Verification

V.3 Identify the interests, abilities, and attitudes needed for working in the food-service industry.
1 ☐
2 ☐
3 ☐
____
Verification

V.4 Identify higher education opportunities in the food-service industry.
1 ☐
2 ☐
3 ☐
____
Verification

V.5 Describe the Drug-free Workplace Act and its impact on the food-service industry.
1 ☐
2 ☐
3 ☐
____
Verification

V.6 Identify acceptable work habits for the food-service worker.
1 ☐
2 ☐
3 ☐
____
Verification

V.7 Identify appropriate responses to criticism from employer, supervisor, co-worker, and customer, when on the job.
1 ☐
2 ☐
3 ☐
____
Verification

V.8 Identify the types of food-service operations.
1 ☐
2 ☐
3 ☐
____
Verification

V.9 Identify tasks that take place in the two main areas of a restaurant.
1 ☐
2 ☐
3 ☐
____
Verification

V.10 Identify appropriate dress and grooming for the food-service worker.
1 ☐
2 ☐
3 ☐
____
Verification

V.11 Identify the elements of a successfully organized food-service kitchen.
1 ☐
2 ☐
3 ☐
____
Verification

V.12 Describe small food-production equipment, its use, and its care.
1 ☐
2 ☐
3 ☐
____
Verification

V.13 Identify and describe the basic operation of large commercial equipment.
1 ☐
2 ☐
3 ☐
____
Verification

V.14 Identify the stations in a food-service kitchen.
1 ☐
2 ☐
3 ☐
____
Verification

V.15 Identify sources of danger and ways to prevent common kitchen accidents.
1 ☐
2 ☐
3 ☐
____
Verification

V.16 Identify ways in which food may become contaminated.
1 ☐
2 ☐
3 ☐
____
Verification

V.17 Describe the regulations and guidelines for maintaining a safe and sanitary food-service facility.
1 ☐
2 ☐
3 ☐
____
Verification

V.18 Identify first-aid procedures for burns, cuts, and choking.
1 ☐
2 ☐
3 ☐
____
Verification

V. Foods and Nutrition/Culinary Arts

V.19 Identify four major types of table service.
1 ☐
2 ☐
3 ☐
Verification

V.20 Define and use menu related terms.
1 ☐
2 ☐
3 ☐
Verification

V.20 Describe misrepresentation in menus.
1 ☐
2 ☐
3 ☐
Verification

V.21 Identify definitions of common meat and poultry terms.
1 ☐
2 ☐
3 ☐
Verification

V.22 Identify definitions of terms related to beverages.
1 ☐
2 ☐
3 ☐
Verification

V.23 Demonstrate industry guidelines for serving food and beverages.
1 ☐
2 ☐
3 ☐
Verification

V.24 Identify food-storage methods that will maximize freshness and conform to industry guidelines.
1 ☐
2 ☐
3 ☐
Verification

V.25 Identify tasks and responsibilities related to the food-service inventory.
1 ☐
2 ☐
3 ☐
Verification

V.26 Identify tasks and responsibilities related to food-service purchasing.
1 ☐
2 ☐
3 ☐
Verification

V.27 Identify and convert measurements used in food preparation.
1 ☐
2 ☐
3 ☐
Verification

V.28 Identify abbreviations in a recipe.
1 ☐
2 ☐
3 ☐
Verification

V.28 Interpret a recipe.
1 ☐
2 ☐
3 ☐
Verification

V.29 Describe different types of cakes and mixing techniques.
1 ☐
2 ☐
3 ☐
Verification

V.29 Demonstrate how to make a cake.
1 ☐
2 ☐
3 ☐
Verification

V.30 Identify types and parts of salads.
1 ☐
2 ☐
3 ☐
Verification

V.30 Choose appropriate salads to balance meals.
1 ☐
2 ☐
3 ☐
Verification

V.31 Develop well-planned menus.
1 ☐
2 ☐
3 ☐
Verification

V.32 Identify the different types of food-service businesses associated with the tourist industry.
1 ☐
2 ☐
3 ☐
Verification

V. Foods and Nutrition/Culinary Arts

V.33 Create an attractive, edible centerpiece. 1 ☐ 2 ☐ 3 ☐ Verification	V.34 Plan, prepare, and serve nutritious mini-meals and snacks. 1 ☐ 2 ☐ 3 ☐ Verification	V.35 Design, prepare, and serve a "fast-food restaurant" meal. 1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

VI. Clothing and Textiles

VI.1 Identify careers in the field of clothing and textiles.
1 ☐
2 ☐
3 ☐
____
Verification

VI.2 Identify careers in clothing-care services.
1 ☐
2 ☐
3 ☐
____
Verification

VI.3 Practice and conform to the rules for safety in the clothing lab.
1 ☐
2 ☐
3 ☐
____
Verification

VI.4 Describe and identify the parts and functions of sewing machines and other sewing tools.
1 ☐
2 ☐
3 ☐
____
Verification

VI.5 Prepare to sew.
1 ☐
2 ☐
3 ☐
____
Verification

VI.6 Construct a simple project, using the sewing machine correctly.
1 ☐
2 ☐
3 ☐
____
Verification

1 ☐
2 ☐
3 ☐
____
Verification

1 ☐
2 ☐
3 ☐
____
Verification

1 ☐
2 ☐
3 ☐
____
Verification

VII. Child Care and Human Services

VII.1 Identify jobs and careers in the field of child-care and human services.
1 ☐
2 ☐
3 ☐
____
Verification

VII.2 Identify at least three job opportunities in the area of child-care and human services.
1 ☐
2 ☐
3 ☐
____
Verification

VII.3 Identify the interests and skills required for a career in working with people.
1 ☐
2 ☐
3 ☐
____
Verification

VII.4 Recognize the effects of your own feelings toward the disabled as individuals having particular needs and characteristics.
1 ☐
2 ☐
3 ☐
____
Verification

VII.5 Identify appropriate clothing for children, elderly adults, and physically challenged or disabled adults.
1 ☐
2 ☐
3 ☐
____
Verification

VII.6 Describe the types of information to be collected from parents for whom you baby-sit.
1 ☐
2 ☐
3 ☐
____
Verification

VII.7 Describe appropriate toys and recreational activities for infants, toddlers, and preschool-aged children.
1 ☐
2 ☐
3 ☐
____
Verification

VII.8 Identify safety precautions to take when one is responsible for children, an elderly person, or a disabled person.
1 ☐
2 ☐
3 ☐
____
Verification

VII.9 Complete an activity related to child-care and human services.
1 ☐
2 ☐
3 ☐
____
Verification

VIII. Housing and Home Furnishing

VIII.1 Identify various entry-, intermediate-, and professional-level careers in housing and home furnishing. 1 ☐ 2 ☐ 3 ☐ Verification	VIII.2 Describe different types of homes and the factors that usually influence a person's choice of a home. 1 ☐ 2 ☐ 3 ☐ Verification	VIII.3 List the elements and principles of design and give examples of each. 1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

IX. Home and Institutional Management

IX.1 Identify entry- intermediate-, and professional-level jobs in the field of home and institutional management. 1 ☐ 2 ☐ 3 ☐ Verification	IX.2 Identify the cleaning equipment and materials required for basic tasks in home-management operations. 1 ☐ 2 ☐ 3 ☐ Verification	IX.3 Identify chores that must be done daily and weekly to maintain a clean and healthy living space. 1 ☐ 2 ☐ 3 ☐ Verification
IX.4 Perform cleaning tasks in the home economics department 1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

X. Home and Family Life

X.1 Describe at least five roles of the homemaker.
1 ☐
2 ☐
3 ☐
Verification

X.2 Identify preventive actions that can be taken to avoid fire common dangers in the home.
1 ☐
2 ☐
3 ☐
Verification

X.3 Identify the meaning of *family heritage*.
1 ☐
2 ☐
3 ☐
Verification

X.3 Describe ways to contribute to family life.
1 ☐
2 ☐
3 ☐
Verification

X.4 Describe ways to maintain good parent-child relationships.
1 ☐
2 ☐
3 ☐
Verification

X.5 Identify and describe appropriate social behaviors in private and public places.
1 ☐
2 ☐
3 ☐
Verification

X.6 Identify, describe, and plan recreational/fun activities for family and friends.
1 ☐
2 ☐
3 ☐
Verification

1 ☐
2 ☐
3 ☐
Verification

1 ☐
2 ☐
3 ☐
Verification

XI. Computer Literacy

XI.1 Define computer-related terms.
1 ☐
2 ☐
3 ☐
Verification

XI.1 Operate and take care of the computer.
1 ☐
2 ☐
3 ☐
Verification

XI.2 Identify the use of computers in various aspects of our lives.
1 ☐
2 ☐
3 ☐
Verification

XI.2 Identify factors to consider when buying a computer.
1 ☐
2 ☐
3 ☐
Verification

XI.3 Describe the general use of computers in home economics.
1 ☐
2 ☐
3 ☐
Verification

1 ☐
2 ☐
3 ☐
Verification

1 ☐
2 ☐
3 ☐
Verification

1 ☐
2 ☐
3 ☐
Verification

1 ☐
2 ☐
3 ☐
Verification

XII. Leadership Skills and FHA/HERO

XII.1 Identify at least three professional organizations in home-economics occupations. 1 ☐ 2 ☐ 3 ☐ Verification	XII.2 Discuss the history, purposes, functions, and benefits of FHA/HERO. 1 ☐ 2 ☐ 3 ☐ Verification	XII.3 Describe the components of the 1989-1994 proficiency events. 1 ☐ 2 ☐ 3 ☐ Verification
XII.4 Describe the steps involved in the impact process for problem solving. 1 ☐ 2 ☐ 3 ☐ Verification	XII.5 Develop a personal growth project. 1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

Hospitality Industry Program

Culinary Arts Transition

Certificate of Achievement

presented to

____

presented this ______day of__________, ____.

____
Course Instructor

Hospitality Industry Program

Culinary Arts Transition

Module I

Careers in Home Economics

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I-2: Finding a Job I-21

I-3: Making Career Choices in Home Economics I-25

Lesson I-1: Careers in Home Economics

Objective and Introduction

Student Learning Objective

Identify careers (job titles) in the six areas of home economics (HE) occupations.

SPS (July 1994)

O 01.02 Identify qualifications for entry-level occupations in home economics.
O 05.06 Identify entry-level jobs in the field of food service.
O 08.04 Identify entry-level jobs in the field of housing and institutional management.
O 09.05 Identify entry-level jobs in the field of human care services.
O 10.07 Identify entry-level jobs in the field of clothing.
E 02.01 Identify careers in food and nutrition.
E 02.05 Illustrate career ladders and job training from entry-level through advanced or professional level.
E 03.01 Identify careers in human services.
E 04.01 Identify careers in clothing and textiles.
E 06.01 Identify careers in housing, interior design, and equipment.
E 07.01 Identify careers in home services.

Introduction

Home economics is an occupation that both female and male students should explore for their potential career interests. In spite of the word "home" in home economics, it is an educational area for occupational preparation like other vocational/technical education areas, such as agricultural, business, marketing, industry, technology, and health education.

To become interested in careers in home economics, students must be aware of the career opportunities. In this lesson, you will need to discuss the six areas in home economics and the career opportunities in each of the six areas.

Teacher Activity

Preparation

1. Review the lesson, including the Teacher Reference (TR), "Definitions."

2. Read units 4-8, *Careers in Home Economics (CHE)*, pp. 242-507, so you can briefly explain career ladders and training from entry-level through professional-level in the five wage-earning areas of home economics.

3. Prepare the transparencies.
   - ☐ Transparency Master (TM): "Six Areas of Home Economics"
   - ☐ *CHE*, pp. 250-253, 298-299, 363-365, 413-415, and 469

4. Duplicate student activities (SA) 1 - 5.
   - ☐ SA 1: Foods and Nutrition Service Crossword Puzzle
   - ☐ SA 2: Clothing and Textiles Scramble
   - ☐ SA 3: Child Care and Human Services Crossword Puzzle
   - ☐ SA 4: House and Home Furnishing Scramble
   - ☐ SA 5: Home and Institutional Management Crossword Puzzle

5. Duplicate the Student Progress Check (SPC), "Careers in Home Economics Occupations."

Presentation	Resources
1. Introduce the lesson topic and objective.	Objective and Introduction
2. Explain the following terms: ☐ career ☐ home economics ☐ occupations	TR: Definitions
3. Explain the purpose of Orientation to Home Economics (HE).	
4. Discuss the six areas of HE occupations: a. Foods and Nutrition/Culinary Arts b. Clothing and Textiles c. Child Care and Human Services d. House and Home Furnishing e. Home and Institutional Management f. Homemaking and Family Life Management	TM: Six Areas of Home Economics

Presentation	Resources
5. Explain the wage-earning (a-e) versus non-wage-earning (f) areas of HE. Explain that consumer management may or may not be wage earning.	
6. Discuss the importance of homemaking and family life.	
7. Discuss careers in the five wage-earning areas (a-e) of HE, using transparencies of the charts in the *CHE*. ❑ Explain career ladders and the qualifications and training required for jobs and careers.	● *CHE*: pp. 250-253, 298-299, 363-365, 413-415, and 469
8. Have students complete each activity sheet, representing each of the five wage-earning areas of HE occupations.	✍ SAs 1-5
9. Provide feedback after each activity. Explain terms, as needed.	⬌ Feedback to SAs 1-5
Evaluation	
1. Administer the SPC.	☑ SPC: Careers in Home Economics Occupations
2. Provide feedback after the SPC. Explain job titles, as needed.	A Answers to SPC

In Other Programs:

Science

Discuss home-economics careers that are related to science or that require knowledge in science.

Math

Discuss how home-economics careers require math skills.

English

Explain the importance of good English skills and knowledge for success in home-economics careers.

Definitions

You can use the following statement for the explanation of *career* and *home economics*:

Career

A career is a sequence of related jobs and activities that develops into a life's work.

When you have a career, you can explore several related types of work to find out which type you like most. Once you know the type of work you like, you can concentrate on that type. By concentrating on the same type of work, you can gain a lot of knowledge and skills in that particular area. You may have better opportunities for promotion and a higher salary than you will have if you keep switching among unrelated jobs. You can also change your job from one related field to another without starting your training all over again. In addition, you are more likely to reach your long-range goals.

Home Economics

Home economics is the study of individual and family-resource and home management. The field of home economics includes the six areas listed on the next page.

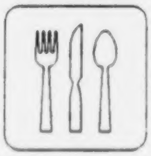
The main goals of home-economics education are (1) to improve the quality of life for the individual as well as for the family, (2) to prepare students for careers in home-economics areas, and (3) to continue the effort to break the stereotype about home economics that many still believe, which is that it is merely cooking and sewing.

Occupations

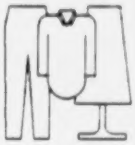
An occupation is your main vocation, calling, trade, or business that you engage in, usually for a living. By exploring several types of work, you can identify your occupational interest, and by concentrating on similar types of work, you can develop your occupational competencies.

Six Areas of Home Economics

1. Foods and Nutrition/Culinary Arts

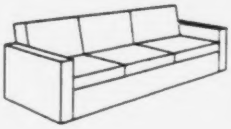


2. Clothing and Textiles

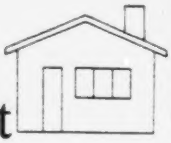


3. Child Care and Human Services

4. House and Home Furnishing



5. Home and Institutional Management



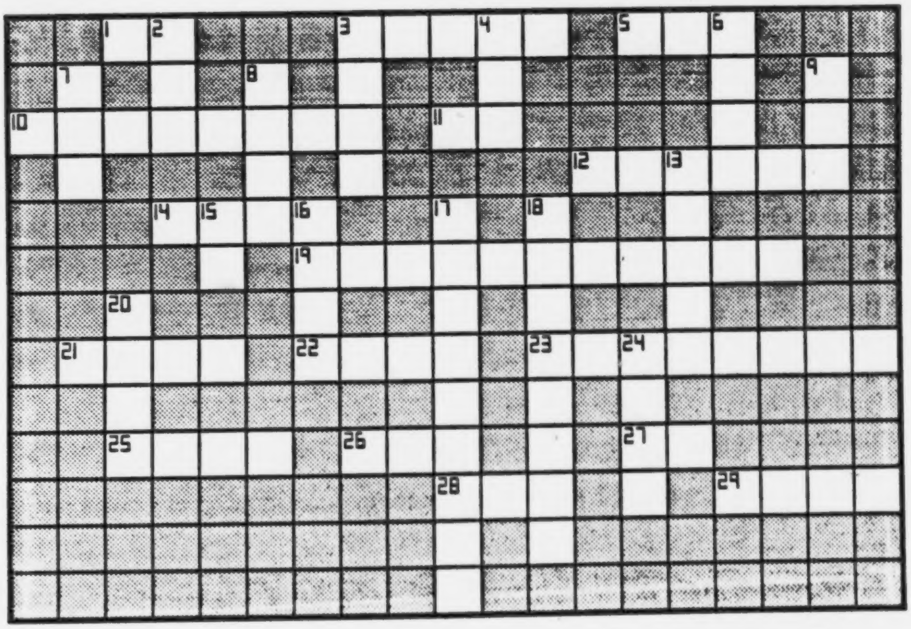
6. Homemaking and Family Life Management

Student Activity 1 **Foods and Nutrition Service Crossword Puzzle**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Fill in the blanks with the words used in the food-service industry. Use the "Across Clues" for the horizontal (across) blanks, and use the "Down Clues" for the vertical (up and down) blanks.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Student Activity 1 - continued Clues to Foods and Nutrition Service Crossword Puzzle

Across Clues

1. Opposite of down
3. A type of small restaurant
5. Many foods are prepared on _____ of the range
10. A place where soft drinks and ice cream are served
11. At
12. An important responsibility of all food-service workers
14. A ---- washer is vital to any successful food-service industry
19. Surroundings, where a person lives or works
21. To cut in small pieces
22. When planning menus, you may need to consider someone's ----
23. Two slices of bread with meat or other food in the center
25. Directions or procedures
26. To place dishes on the table
27. Or
28. Frozen water
29. What we eat

Down Clues

2. Waiters/waitresses should always carry their order pad and a ---
3. To eat out at a very nice restaurant is to ----
4. To chew and swallow food
6. Another word for peel
7. Occupation
8. Rodents that must be controlled around food establishments
9. To cook in deep fat
13. The land on which food is grown
15. It
16. Most restaurants have a ---- waiter or waitress
17. A professional person who plans meals for large institutions such as hospitals
18. A person who uses goods and services
20. To cut into small uneven pieces
24. Twelve o'clock ----

Word List: Foods and Nutrition Service

at
cafeteria
chop
chip
consumer
diner
dish
diet
dine
dietitian
eat
environment

field
fountain
food
for
fry
go
head
ice
it
job
noon
or

pare
pan
pen
plan
rats
safety
sandwich
set
so
top
up
waiter

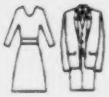
Feedback to SA1 ⟺

		1 U	2 P				3 D	I	N	4 E	R		5 T	O	6 P			
	7 J		E		8 R		I			A					A		9 F	
10 F	O	U	N	T	A	I	N		11 A	T					R		R	
	B				T		E					12 S	A	13 F	E	T	Y	
			14 D	15 I	S	16 H			17 D		18 C			I				
				T		19 E	N	V	I	R	O	N	M	E	N	T		
		20 C				A			E		N			L				
	21 C	H	O	P		22 D	I	E	T		23 S	A	24 N	D	W	I	C	H
		I							I		U		O					
		25 P	L	A	N		26 S	E	T		M		27 O	R				
									28 I	C	E		N		29 F	O	O	D
									A		R							
									N									

Note: Discuss why many first jobs are in the food-service industry. Discuss also the advantages and disadvantages of food-service jobs.

Student Activity 2

Clothing and Textiles Scramble



Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Unscramble the following letters to identify workers in the clothing and textiles area. Use the list of workers at the bottom of the page.

1. lemod ______________________________

2. uscomt weesr ______________________________

3. hcmaein raporeto ______________________________

4. ortail ______________________________

5. hanofsi gresndie ______________________________

6. rdy lecnare ______________________________

7. rprssee ______________________________

8. xiettel serngdie ______________________________

9. reponsselas ______________________________

10. kerdresmas ______________________________

11. cruett ______________________________

12. rbeuy ______________________________

Word List: Clothing and Textiles

buyer
cutter
dressmaker
dry cleaner
fashion designer
model

presser
salesperson
custom sewer
tailor
textile designer
machine operator

Feedback to SA2

1. lemod model

2. uscomt weesr custom sewer

3. hcmaein raporeto machine operator

4. ortail tailor

5. hanofsi gresndie fashion designer

6. rdy lecnare dry cleaner

7. rprssee presser

8. xiettel semgdie textile designer

9. reponsselas salesperson

10. kerdresmas dressmaker

11. cruett cutter

12. rbeuy buyer

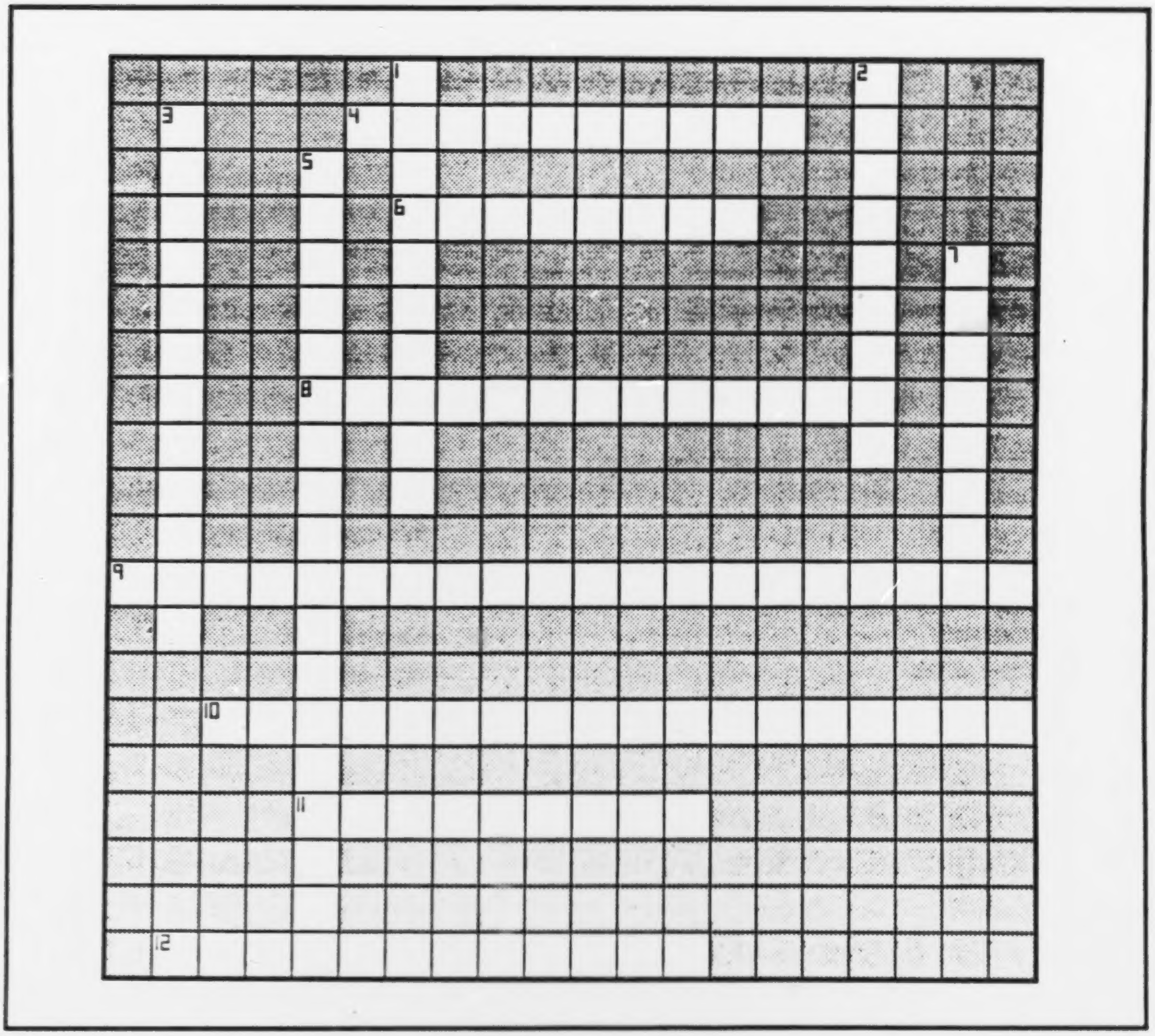
Note: Choose three or four of these workers whose jobs students may know little about. Discuss where they work, what they do, what their wages are, etc.

Student Activity 3 **Child Care and Human Services Crossword Puzzle**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Fill in the blanks to identify jobs in the human-services area. Use the clues given on the next page.



Student Activity 3 - cont.

Clues to Child Care and Human Services Crossword Puzzle

Across Clues

4. Cares for another person on a daily or hourly basis
6. Makes toys (2 words)
8. Helps the teacher in a child-care center by assisting with children's activities (3 words)
9. Cares for the elderly acting as aide or friend (4 words)
10. Cares for groups of children housed in a city, a county, or another government institution (3 words)
11. Serves mentally retarded patients in their daily activities and needs
12. Rears children in own home as members of the family (2 words)

Down Clues

1. Draws cartoons for publication in newspapers or magazines, or draws a series of cartoons for films
2. Originates puppet shows and moves strings or wires of puppets
3. Attends to children in private homes (2 words)
5. Assumes responsibility for the operation of the child-care program when the teacher is gone (3 words)
7. Manages the overall operation and administrative duties of a child-care center

Word List: Child Care and Human Services

toy maker
cartoonist
babysitter
puppeteer
foster parent
director

child-care counselor
therapist
child-care assistant
private tutor
child-care aide
companion to the elders

Feedback to SA3

						1 C										2 P			
	3 P				4 B	A	B	Y	S	I	T	T	E	R		U			
	R			5 C		R										P			
	I			H		6 T	O	Y	M	A	K	E	R			P			
	V			I		O										E		7 D	
	A			L		O										T		I	
	T			D		N										E		R	
	E			8 C	H	I	L	D	C	A	R	E	A	I	D	E		E	
	T			A		S										R		C	
	U			R		T												T	
	T			E														O	
9 C	O	M	P	A	N	I	O	N	T	O	T	H	E	E	L	D	E	R	S
	R			S															
				S															
		10 C	H	I	L	D	C	A	R	E	C	O	U	N	S	E	L	O	R
				S															
				11 T	H	E	R	A	P	I	S	T							
				A															
				N															
	12 F	O	S	T	E	R	P	A	R	E	N	T							

Note: Discuss characteristics needed by workers in the child-care and human-services field

Student Activity 4 **House and Home Furnishing Scramble**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Unscramble each group of letters to identify the careers in the home furnishing area. Use the clue words at the bottom of the page.

1. teacrhci ______________________________
2. eomh torroced ______________________________
3. irnotier rdeengsi ______________________________
4. raepp rgeanh ______________________________
5. yrepdra rmake ______________________________
6. puerhsloetrre ______________________________
7. arle seetta engat ______________________________
8. rufntiuer aselsresnop ______________________________
9. qtinaeu sertoerr ______________________________
10. nifruretu sidgerne ______________________________
11. ternaip ______________________________
12. lpmureb ______________________________
13. hcfferuua ______________________________
14. cianirtceel ______________________________
15. degenera ______________________________

Word List: House and Home Furnishing

antique restorer
architect
chauffeur
counselor
drapery maker
electrician
etiquette consultant
gardener
grooming expert
home decorator
interior designer
furniture designer
furniture salesperson
painter
paper hanger
plumber
real estate agent
upholsterer

Feedback to SA 4 ⬌

1. teacrhci architect
2. eomh torroced home decorator
3. irnotier rdeengsi interior designer
4. raepp rgeanh paper hanger
5. yrepdra rmake drapery maker
6. puerhsloetrre upholsterer
7. arle seetta engat real estate agent
8. rufntiuer aselsresnop furniture salesperson
9. qtinaeu sertoerr antique restorer
10. nifruretu sidgerne furniture designer
11. ternaip painter
12. lpmureb plumber
13. hcfferuua chauffeur
14. cianirtceel electrician
15. degenera gardener

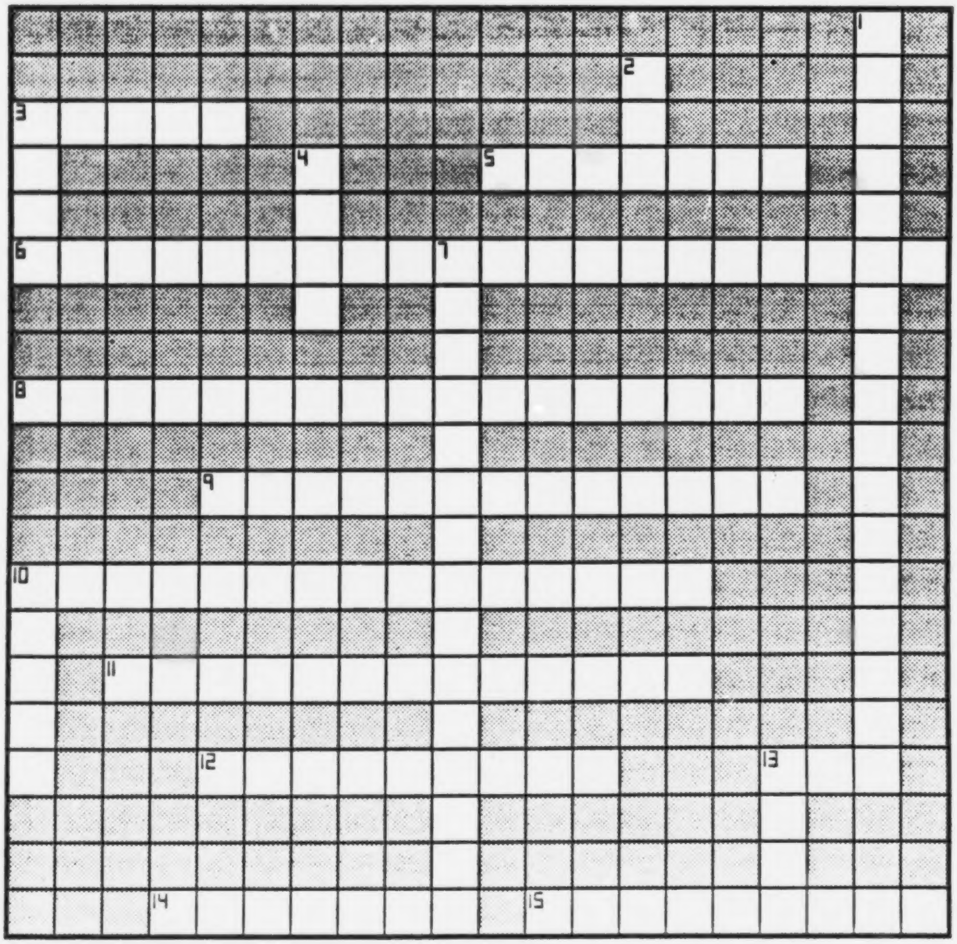
Student Activity 5

Home and Institutional Management Crossword Puzzle

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Fill in the blanks to identify workers whose jobs are in home and institutional management. Use the clues listed on the next page.



Student Activity 5 - cont.

Clues to Home and Institutional Management Crossword Puzzle

Across Clues

2. A type of housekeeper who keeps private homes clean and orderly
3. A ----- manager supervises a hotel or a motel
5. A skilled person who counsels, advises, or coordinates activities in a dormitory
6. A person who directs institutional housekeeping programs to ensure cleanliness and attractiveness (2 words)
8. A technician who tests home products for a company (3 words)
9. A person who specializes in cleaning carpets
10. A person who cleans hospital wards, rooms, baths, offices, etc. (2 words)
11. A person who specializes in cleaning windows, including high-rise buildings (2 words)
12. A person who supervises the buying, management, cleaning, decorating, and care of a house
13. Housework is not considered to be --- by most people
14. A person who cleans rooms and halls in clubs, depots, dormitories, and schools
15. A person who cleans schools, dormitories, and churches

Down Clues

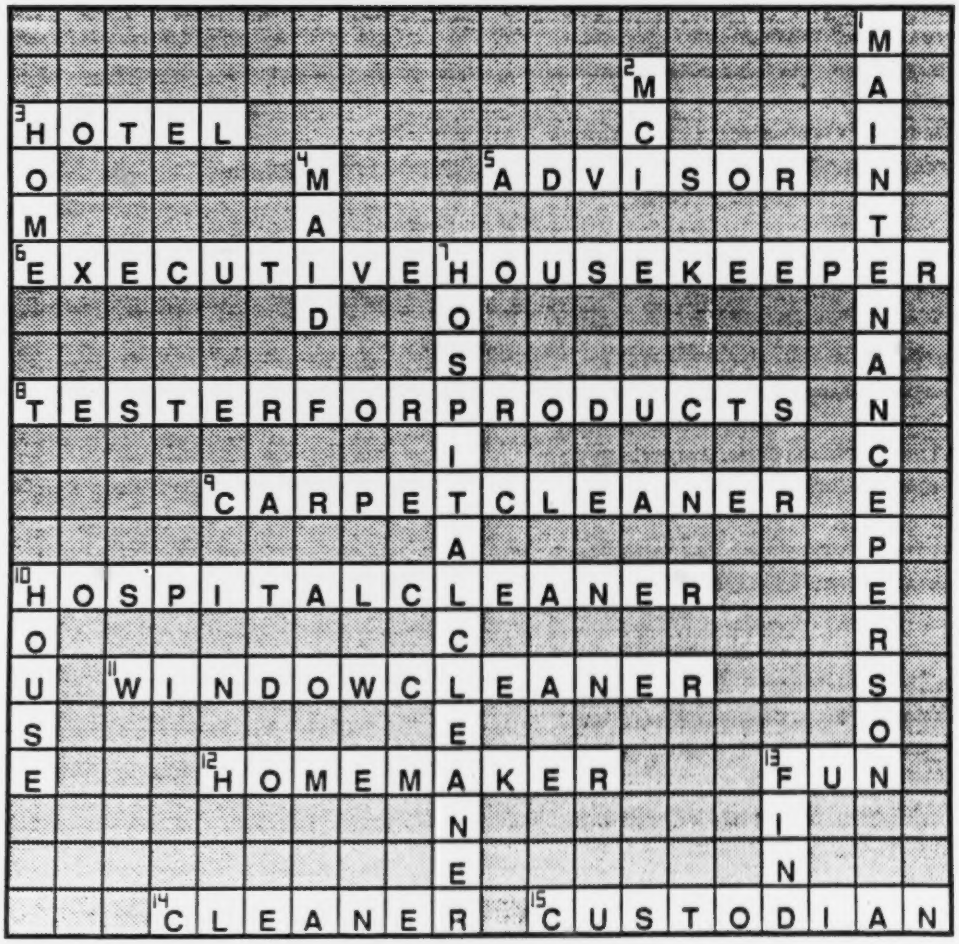
1. A person who does minor repairs in hotels, motels, apartments, etc. (2 words)
2. A telephone company's initials
3. The place where you live is your ----
4. A person who cleans hotel or motel rooms
7. A person who cleans hospitals (2 words)
10. A type of home in which people live
13. It is fun to ---- money

Note: One of the words listed in the box is used twice.

Word List: Home and Institutional Management

homemaker
carpet cleaner
house
cleaner
hotel
home
MCI
cleaner
advisor
executive housekeeper
tester for products
maid
hospital cleaner
window cleaner
fun
maintenance person
custodian
find

Feedback to SA5 ⟺



																		1 M	
													2 M					A	
3 H	O	T	E	L									C					I	
O						4 M				5 A	D	V	I	S	O	R		N	
M						A												T	
6 E	X	E	C	U	T	I	V	E	7 H	O	U	S	E	K	E	E	P	E	R
						D			O									N	
									S									A	
8 T	E	S	T	E	R	F	O	R	P	R	O	D	U	C	T	S		N	
									I									C	
				9 C	A	R	P	E	T	C	L	E	A	N	E	R		E	
									A									P	
10 H	O	S	P	I	T	A	L	C	L	E	A	N	E	R				E	
O									C									R	
U		11 W	I	N	D	O	W	C	L	E	A	N	E	R				S	
S									E									O	
E				12 H	O	M	E	M	A	K	E	R				13 F	U	N	
									N							I			
									E							N			
			14 C	L	E	A	N	E	R		15 C	U	S	T	O	D	I	A	N

Student Progress Check ☑ Careers in Home Economics Occupations

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: The following are job titles in four areas of home-economics occupations. Write one of the four areas on the line next to each job title: food and nutrition, clothing and textiles, child care and human services, or home furnishing.

1. babysitter ________________________
2. restaurant manager ________________
3. apparel buyer ____________________
4. beverage worker __________________
5. busboy _________________________
6. tailor __________________________
7. caterer _________________________
8. baker __________________________
9. dressmaker _____________________
10. butcher ________________________
11. interior designer _________________
12. chef and cook ___________________
13. dietitian _______________________
14. dry cleaner ____________________
15. menu maker ____________________
16. food server _____________________
17. florist ________________________
18. furniture refinisher ______________
19. pattern maker ___________________
20. interior decorator ________________
21. foster parent ___________________
22. home-health aide _______________
23. kitchen helper __________________
24. wardrobe manager _______________
25. hostess _______________________

Answers to Student Progress Check A

1. babysitter - child care and human services
2. restaurant manager - food and nutrition
3. apparel buyer - clothing and textiles
4. beverage worker - food and nutrition
5. busboy - food and nutrition
6. tailor - clothing and textiles
7. caterer - food and nutrition
8. baker - food and nutrition
9. dressmaker - clothing and textiles
10. butcher - food and nutrition
11. interior designer - home furnishing
12. chef and cook - food and nutrition
13. dietitian - food and nutrition
14. dry cleaner - clothing and textiles
15. menu maker - food and nutrition
16. food server - food and nutrition
17. florist - home furnishing
18. furniture refinisher - home furnishing
19. pattern maker - clothing and textiles
20. interior decorator - home furnishing
21. foster parent - child care and human services
22. home-health aide - child care and human services
23. kitchen helper - food and nutrition
24. wardrobe manager - clothing and textiles
25. hostess - food and nutrition

Lesson I-2: Finding a Job

Objective and Introduction

Student Learning Objective

Locate a job in a food service area, using newspaper classified advertisements.

SPS (July 1994)

O 01.01 Identify the source of information for finding a job.

Introduction

In the previous lesson, students learned about careers and job titles in home economics areas. They will next learn about how to find a job in a home economics area.

There are several ways to locate jobs: word-of-mouth, personal contact, advertisements in the professional journals and newsletters, and classified advertisements in the newspapers.

In this lesson, students will learn how to use classified want ads in the newspaper to locate a job.

Teacher Activity

Preparation

1. Have the textbook *Careers in Home Economics (CHE)* ready so that students can read Chapter 10, "*Finding a Job,*" pp. 140-155.
2. Obtain the classified want ads for jobs in home economics areas. Be sure to include at least two jobs in each of the five HE areas, except the homemaking and family life management area.
3. Duplicate the Student Activity (SA) "Using a Classified Ad to Locate a Job."
4. Acquire classified want ads from a newspaper.
5. Duplicate the following:

   ☐ Chapter 10 Test, "*Finding a Job,*" (*CME*) and *Teacher's Resource Binder (TRB)*, pp. 123-126, for Student Progress Check (SPC).

Presentation	Resources
1. Introduce the lesson topic and objective.	Objective and Introduction
2. Have students read the textbook. Explain and discuss how to find a job.	*CME*, Chapter 10
3. Discuss how to locate a job in the classified want ads in the newspaper.	Classified want ads in newspapers
4. Assign students to use newspaper ads to locate a job in the home economics area.	SA: Using a Classified Ad to Locate a Job
Evaluation	
1. Administer the SPC. Define "employer" if necessary. Discuss the results.	☑ *CHE: Teachers Resource Binder*, pp. 123-126
2. Ask the students to attach the ad where they found a home economics-related job. **Note:** Provide students with newspaper ads, if necessary.	*CHE:TRB*, p. 427
3. Provide feedback.	Feedback to SA

In Other Programs:

(Please add.)

Student Activity

Using a Classified Ad to Locate a Job

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Select a newspaper advertisement in the food-service/culinary-arts industry. Complete the following questions on the newspaper advertisement you selected. Attach the advertisement to this page.

1. Who (what company or store) is looking for a person for the position? Who would be the employer?

2. What type of job (or position) is advertised?

3. In what area of food service/culinary arts is that job (or position)?

4. What skills would do you need to have in order to get this job?

5. What kinds of work would you do, if you got this job?

6. What should you do in order to apply for this job?

7. What questions would you ask the employer in an interview?

8. What questions do you think the employer would ask you in an interview?

Feedback to SA

The answers to questions 1 through 5 vary, depending upon the ad each student is analyzing. For questions 6, 7, and 8, you may use the following as a guideline, but you should modify and/or add to the answers.

6. Write a job application letter to the contact person listed in the ad.
Call the contact person listed in the ad, if the phone number is listed.
Send a resume along with the job application letter.
Note: Sending a thank-you letter after an interview is very important.

7. To whom will I report? (Who will be my supervisor?)
What would my specific responsibilities be? (What am I supposed to do?)
What would my work hours be?
Will I be able to take some time off, in order to take care of my personal responsibilities?

8. How would you describe yourself?
Do you have any work experience in this area?
What are some of the things that you do best?
What are some of the things you want to avoid doing?
Why do you want this job?
How can you contribute to our company (or store)?
What are your career goals?

Lesson I-3: Making Career Choices in Home Economics

Objective and Introduction

Student Learning Objective

Identify personal interests, aptitudes, and attitudes that are important to consider when one is making a career choice in home economics.

SPS (July 1994)

E 08.01 Assess personal abilities, interests, and work performances.

Introduction

A career is a lifework and, therefore, making a career decision is one of the most important decisions anyone can make.

As discussed earlier, there are several different career choices in the home-economics area. In order to make a right career choice, students should know whether their personal interests, abilities, and attitudes are compatible with the careers they choose.

In this lesson, students will research the occupations they choose after discussing interests, aptitudes, and attitudes.

Teacher Activity

Preparation

1. Review the lesson, including the Teacher Reference (TR), "Interests, Aptitudes, and Attitudes."

2. Duplicate the Student Activity (SA), "Interests, Aptitudes, and Attitudes in Choosing a Career."

3. **Optional**: Obtain computer software on career interests, aptitudes, and attitudes. Reserve the computer lab, if necessary.

Presentation	Resources
1. Introduce the topic and the objective.	◘ Objective and Introduction
2. Discuss interests, aptitudes, and attitudes as they relate to career decisions.	📖 TR: Interests, Aptitudes, and Attitudes
3. **Optional**: Have students identify their vocational interests using computer software.	computer software or other program on career interests, aptitudes, and attitudes "Vocational Interest Profile Report"
4. Assign each student to do research on the occupation of his/her choice. Have students complete the SA.	✎ SA: Interests, Aptitudes, and Attitudes in Choosing a Career
Note: This activity can also be used for evaluation purposes.	**Note:** "Vocational Interest Profile Report" can be ordered through:
5. Have students make oral presentations to the class.	
6. Summarize the lesson. Discuss the importance of interests, aptitudes, and attitudes in making a career choice.	Cambridge Educational, Inc. P.O. Box 2153, Dept. DCT Charleston, WV 25328-2153

In Other Programs:

(Please add.)

Teacher Reference 📖

Interests, Aptitudes, and Attitudes

As an adult, you spend most of your waking hours at work. Therefore you should be interested in, have aptitudes for, and have positive attitudes about your work. When you choose your career and occupation, you must consider your interests, aptitudes, and attitudes.

An **interest** is anything we enjoy learning about or doing. If you know your interests, you may be able to find a job that requires you to do things you like doing. For example, if you like to work with and help children, your career choice may be child care. If you like cooking and serving food, culinary arts may be your choice. In order to make sure that the area you choose is your interest area, you may do volunteer work in that area.

An **aptitude** is a natural ability or talent, such as in music, drawing, designing, sports, and interpersonal relations. Sometimes, we don't know we have an ability or talent in certain areas until we try something new. Therefore, it is important to get involved in various areas to find out whether you have the special abilities or talents needed in a particular area. For example, even if you are a natural athlete, unless you try certain sports, you may not be able to discover that ability.

An **attitude** is a way of looking at things. When you have a positive attitude, you can tackle your job with an "I can do" attitude. This positive attitude can help increase the productivity and reduce the job stress. Since attitudes are important in job performance, it is important for you to consider your attitudes when choosing a career.

In order to identify interests, aptitudes, and attitudes, students can ask themselves the following questions:

☐ What are my favorite subjects in school?
☐ In what subjects do I do best? In what subjects do I get the best grades?
☐ What do I like to do when I am not in school?
☐ What are my favorite hobbies?
☐ What skills of mine do other people praise?

Student Activity

Interests, Aptitudes, and Attitudes in Choosing a Career

Name: ______________________________

Date: ______________________________ Period: ____________

1. Ask the following questions to help you identify your interests, aptitudes, and attitudes.

   ☐ Do you like to plan, prepare, and serve food?
   ☐ Do you enjoy trying different kinds of food, and wish to make them after trying?
   ☐ Do you wish you could design and make clothes?
   ☐ Do you like to watch people wear special, unique clothes?
   ☐ Do you pay attention to what people wear?
   ☐ Do you like to play with little children and take care of babies?
   ☐ Do you wish you could help little children?
   ☐ Do you like to talk with and be with elderly people?
   ☐ Do you like cleaning your room and your house?
   ☐ Would you like to take care of family members without having to work for money outside of your home?
   ☐ Do you like to rearrange your room or your house?
   ☐ Do you wish you could design and build your own house when you grow up?

2. Consider your answers to these questions and other questions related to the six home-economics areas. In which of the following areas do you wish to work? Rate these areas in terms of your wish to work. Write 1 next to the area that interests you most, 2 next to the second-most interesting area, and so on, finally writing 6 next to the area that interests you least.

   _____ Foods and Nutrition/Culinary Arts

   _____ Clothing and Textiles

   _____ Child Care and Human Services

   _____ House and Home Furnishing

   _____ Home and Institutional Management

   _____ Homemaking and Family Life Management

Student Activity - continued

3. Which occupational area is your first choice for question 2? Review Lesson I for the occupations in that area.

4. Interview at least one person in that occupational area. Write a report about that occupation, providing the following information:

    a. Interviewee's name:

    b. Interviewee's job title:

    c. Main tasks and responsibilities:

    d. Kinds of interests the employee should have:

    e. Attitudes required to be a successful worker in this occupation:

    f. New information learned from the interview:

    g. Is this occupation what you want to pursue for your career? If so, why? If not, why not?

Note: If you cannot interview an actual person in this job area, write a research paper about the job.

Hospitality Industry Program

Culinary Arts Transition

Module II

Personal Development

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Lesson II-1: Self-Awareness

Objective and Introduction

Student Learning Objective	Describe the meaning of *self-awareness*.
SPS (July 1994)	**O** 02.01 Describe the meaning of *self*.
Introduction	Becoming self-aware is critical to developing self-esteem and becoming a responsible person. One must know oneself before being able to feel good about oneself. In this lesson, students will complete worksheets and have discussions designed to help them become aware of their own self-concepts and values.

Teacher Activity

Preparation

1. Review the lesson and the Teacher Reference (TR), "Self-Awareness."
2. Prepare the transparency of the Transparency Master (TM), ''Defining Self-Awareness.''
3. Duplicate the Student Activity (SA), ''What I Love to Do.''
4. Duplicate the Student Progress Check (SPC), ''Self-Awareness.''
5. Obtain enough sheets of newsprint, construction paper, and markers for each student. Give each student a piece of construction paper large enough to make a sign.

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss the term *self-awareness*. ☐ Ask students what they think the term *self-awareness* means. Briefly discuss their answers. ☐ Ask each student to make a True about Me sign. On the sign they should list three personality characteristics that describe them and one that does not. ☐ Have several students show their signs to the class and ask the other students to try to identify which characteristic is not true in describing that student. Ask why they chose the characteristic they did.	
3. Define *self-awareness*. ☐ Review the definitions of *self, awareness, self-awareness, personality*, and *unique*, using TM. ☐ Ask for examples of personality characteristics.	TR: Self-Awareness TM: Defining Self-Awareness

Presentation	Resources
4. Discuss how people learn about themselves from their activities.	
☐ Have each student fill out the SA.	✍ SA: What I Love to Do
☐ Ask some students to share some of their answers.	
☐ Ask students what they learned about themselves from the exercise.	
Note: There are no right or wrong answers. However, 10 statements should be listed on the left and the code(s) for each listed on the right.	
5. Summarize the lesson.	
Evaluation	
1. Have each student complete the SPC and hand it in.	☑ SPC: Self-Awareness
2. Provide feedback.	
Note: *Self-awareness* is being conscious of yourself as a person apart from any other person, as a unique person, and being aware of your personality traits. (Using their own words to define the concept is acceptable.)	
Note: There are no right or wrong answers. (Using characteristics the students listed in the activities is acceptable.)	

In Other Programs:

Language Arts

Have each student write a one-page essay about himself/herself. Have another student read it to the class

Self-Awareness

The term *self* can be defined as a person considered apart from any other person, a person's usual personality. *Awareness* is defined as the consciousness of something. Therefore, being self-aware is to be conscious of your personality traits and of yourself as a unique individual.

Self-awareness is also about knowing your likes and dislikes. Your likes and dislikes help make you a unique, one-of-a-kind person.

A person's personality is made up of many traits. Some examples of personality traits are humor, patience, impatience, curiosity, courage, imaginativeness, stubbornness, meanness, cowardliness, gentleness, outgoingness, shyness, talkativeness, quietness, etc.

Personality traits can be seen as positive or negative. What may be seen as a negative trait by one person may sometimes be seen as a positive trait by another person. For example, one person may see stubbornness as an undesirable trait. Another person may be proud of his/her stubbornness.

As you grow, likes and dislikes may change and personality traits may change. You may even choose to change things about yourself. The first step in deciding which of your personality traits you like and which ones you may want to work on changing is to know who you are and what your characteristics are.

Defining Self-Awareness

Self: a person apart from any other person; a person's usual personality

Awareness: the consciousness of something

Self-Awareness: the consciousness of yourself as a person apart from any other person, as a unique person; an awareness of your own personality traits

Unique: being the only one of its kind; remarkable; unusual

Personality: all the qualities and traits of character that distinguish one person from others

Student Activity

What I Love to Do

Name: ______________________________

Date: ______________________________ Period: ____________

One way of knowing yourself is by identifying the activities you like doing. This exercise is to help you become more aware of what those things are and what they may say about you.

Directions: In the left-hand column below, write 10 things you love to do. After completing your list, write one (or more) of the codes listed below in the right-hand column beside each activity to help you further describe aspects of the things you love to do. Remember, you can put more than one code next to a statement.

Codes:

$: an activity that costs more than $1.00 each time it is done
A: things that you prefer to do alone or that must be done alone
P: activities you prefer to do with other people
AP: activities you enjoy doing alone *or* with other people
NLY: activities that would not have been on your list last year
O: activities you prefer to do or must do outside
I: things that you prefer to do or must do inside
CH: activities you hope your own children will like to do
MI: things that you could not do if you lived 1,000 miles away from your home

Things I Love to Do	Codes
1.	
2.	
3	
4	
5	
6	
7	
8	
9	
10	

Student Progress Check ☑ **Self-Awareness**

Name: ____________________

Date: ____________________ Period: __________

Directions: Answer the questions in the space provided.

1. What is the definition of *self-awareness*?

2. List at least four characteristics of your personality of which you are aware.

Lesson II-2: A Positive Self-Concept

Objective and Introduction

Student Learning Objective	List traits of a positive self-concept.
SPS (July 1994)	O 02.02 Relate the importance of a positive self-concept in relationship to others.
Introduction	Developing a positive self-concept is a first step in eventually becoming a contributing member of society and a good employee. In this lesson, students will complete worksheets and have discussions designed to help them explore and assess their own self-concepts.

Teacher Activity

Preparation

1. Review the lesson and read Chapter 1, "You as an Individual," *Creative Living (CL)*, pp. 14 - 21.

2. Duplicate the following:

   - ☐ Student Activity 1 (SA1), "Rating Your Self-Concept"
   - ☐ Chapter 1, "You as an Individual, Study Guide," *Creative Living: Student Workbook (CL:SW)*, p. 7, for student activity 2
   - ☐ Chapter 1 Worksheet, "Developing a Super Concept," *Creative Living: Student Workbook (CL:SW)*, p. 8, for student activity 3

3. Prepare the transparencies of:

   - ☐ Transparency Master 1 (TM1), "Scoring Your Self-Concept"
   - ☐ Transparency Master 2 (TM2), "Discussion Topics"

4. Duplicate the Student Progress Check (SPC), "Your Positive Self-Concept."

Presentation	Resources
1. Introduce the topic and the student learning objective. Explain that at the end of this lesson the students should be able to list some traits that indicate a positive self-concept.	Objective and Introduction
2. Have students complete SA1. Emphasize that there are no right or wrong answers.	SA1: Rating Your Self-Concept
3. Show TM1. Discuss the scoring procedure and ask students to score their own worksheets.	TM1: Scoring Your Self-Concept
4. Ask students the question, "Can you tell whether a person has a poor self-concept?"	
5. Have students read the textbook. Call on several students to read part of it, as the other students follow along in their books.	*CL*, pp. 14 - 21
6. Have students complete SA2 and SA3. Discuss their answers	You as an Individual, Study Guide and Developing a Super Concept, *CL:SW*, pp. 7 - 8

Presentation	Resources
7. Discuss the topics listed on TM2. Explain that a person has many traits, interests, skills, beliefs, attitudes, likes, and dislikes.	TM2: Discussion Topics
8. Summarize the traits that indicate a positive self-concept.	
Evaluation	
1. Have students complete the SPC and hand it in.	☑ SPC: Your Positive Self-Concept
2. Provide feedback	

In Other Programs:

(Please add.)

Student Activity 1

Rating Your Self-Concept

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: This exercise is for you to know how you think of yourself; there are no "right" or "wrong" answers. Read each of the questions and choose the answer that comes closest to how you think and feel.

1. What do you do when you see yourself in the mirror?
   - a. I pick out my best features and try to emphasize them.
   - b. I notice my least attractive features first.

2. How do you feel when somebody pays you a compliment?
   - a. I may feel embarrassed, but I say, "Thank you."
   - b. I quickly point out the negative side.

3. How do you feel when you study hard for a test, and a B- is your grade?
   - a. I'm pleased with my grade. I know I did the best I could.
   - b. I feel that I didn't study hard enough. I should have done better.

4. Why do you think your friends spend time with you?
   - a. They enjoy my company. I'm a good friend.
   - b. They have nothing better to do and just want to use me.

5. How do you feel when you are given a difficult assignment?
   - a. I know it may take a lot of work, but I'm confident that I can complete it.
   - b. I wouldn't even know where to begin, and I doubt I can do it alone.

6. If you could exchange lives with one of your friends, what would you do?
   - a. I'd refuse. I like being me.
   - b. I'd jump at the chance to be somebody else.

Scoring Your Self-Concept

1. Count the number of "A" statements you chose. Multiply that number by 3.

2. Count the number of "B" statements you chose. Multiply that number by 1.

3. Add together the numbers you got from step 1 and step 2. Use the scale below to see how your self-concept rates.

If your score is:

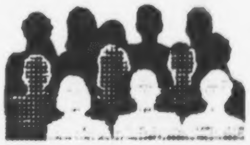
16-18 points You feel good about yourself and it shows. Your strong, positive self-concept is sure to give you a head start on success!

12-15 points Your self-concept may be a bit shaky at times, but your answers show that you've got enough confidence in yourself to change. So, go for it!

12 points or less Your self-concept needs a boost. Explore new ways to feel better about yourself.

Transparency Master 2

Discussion Topics



How do self-concept, self-worth, and self-esteem differ?

What part can personal religious beliefs play in feelings of self-worth?

How can family and friends help us to feel better about ourselves?

What do put-downs do to feelings of self-worth?

How are our strengths and weaknesses part of our self-concept?

Student Progress Check ☑ **Your Positive Self-Concept**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: List five of your positive traits.

1.

2.

3.

4.

5.

Answers to Student Progress Check A

There is no specific right or wrong answer for this assignment. Any description of positive personal traits may be included. Examples of five positive traits could include the following:

☐ I am a good friend, brother or sister, son or daughter, student, athlete, actor, artist, team member, etc.

☐ I like myself because I'm funny, smart, talented, kind, fast, etc.

☐ I've learned from my mistakes in this way.

☐ I have strengths, such as patience, confidence, stubbornness, openness, acceptance of others, belief in my religion, belief in myself.

☐ I have bad habits, but I'm trying to change.

Lesson II-3: Self-Esteem

Objective and Introduction

Student Learning Objective	Identify ways of building self-esteem in oneself and in others.
SPS (July 1994)	**O** 02.03 Identify several ways of building self-esteem in self and others.
Introduction	Having self-esteem oneself and realizing the effect one can have on the self-esteem of others can help make a person a good team member, and therefore, more employable. In this lesson, students will complete worksheets and have discussions designed to help them find ways of building self-esteem.

Teacher Activity

Preparation

1. Review the lesson.
2. Duplicate the following:
   - ☐ Student Activity 1 (SA1), "Friendship Triangle"
   - ☐ Student Activity 2 (SA2), "Words for Boosting Confidence"
3. Duplicate the Student Progress Check (SPC), "Ways of Building Self-Esteem."

Presentation	Resources
1. Introduce the topic and the student learning objective. Explain that at the end of this lesson, students should be able to identify some ways to build their own self-esteem and the self-esteem of others.	Objective and Introduction
2. Have students complete SA1. **Note:** They will need to move around to ask other students for help in completing their worksheets.	SA1: Friendship Triangle
3. Ask several of the students how they felt when they read the things their friends wrote.	
4. Discuss the definition of *self-esteem*. ☐ Ask, "What is *self-esteem*?" Define it as "to think highly of and have respect for and pride in one's self." ☐ Discuss factors that affect our self-esteem. Include success in various activities, religion, family, friendship groups, etc. ☐ Discuss well-known people, such as athletes, politicians, and community leaders, who have good self-esteem; and ask how their self-esteem helped them accomplish their goals.	
5. Have students complete SA2.	SA2: Words for Boosting Confidence
6. Ask some of the students to share their sentences.	

Presentation	**Resources**
7. Discuss ways of building one's own self-esteem. Ask the students for examples, and write them on the chalkboard or a flip chart.	chalkboard or flip chart
8. Discuss ways of helping to build the self-esteem of others. Ask the students for some examples. Use role-play for students to present scenarios (a) in which someone's self-esteem would be raised and (b) in which someone's self-esteem would be hurt.	
9. Ask students what may be the same about building one's own self-esteem and that of others.	
10. Summarize the lesson.	
11. Ask students to say or do something by the next class period to two people (family members or friends) that would help build their self-esteem.	
Evaluation	
1. Have students complete the SPC and hand it in.	☑ SPC: Ways of Building Self-Esteem
2. Provide feedback.	
Note: There are many possible correct answers. Answers could include the sentences from SA2. The only incorrect answers would be those that do not reflect esteem-building behaviors.	

In Other Programs:

(Please add.)

Student Activity 1 Friendship Triangle

Name: ______________________________

Date: ______________________________ Period: ____________

Directions:

1. Write your name inside the triangle.
2. Choose three friends from the class, then label the points of the triangle with their names.
3. Ask each friend to write one complimentary word or phrase about you on this worksheet.
4. If your name is on a friend's worksheet, write one complimentary word or phrase about him/her.

Student Activity 2

Words for Boosting Confidence

Name: ______________________________

Date: ______________________________ Period: ____________

Directions:

1. Put checkmarks next to 10 of the words or phrases listed below.
2. Using one of the words or phrases in each sentence, write five sentences about yourself.
3. Using one of the words or phrases in each sentence, write five sentences about building someone else's self-esteem.

☐ encourage
☐ advice
☐ talk and listen
☐ respect
☐ proud
☐ praise me
☐ always there
☐ share
☐ helps me
☐ support
☐ brings me up when I'm down
☐ gives me a boost

☐ rewards
☐ "You can do it"
☐ makes me feel better
☐ cheers me on
☐ I learn from them
☐ get through the hard times
☐ believe in me
☐ love me
☐ good advice
☐ love me the way I am
☐ look on the bright side
☐ they say I can do it

Student Progress Check ☑ **Ways of Building Self-Esteem**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write your answers in the spaces below the questions.

A. What are four ways of building your own self-esteem?

1.

2.

3.

4.

B. What are four ways of helping to build other people's self-esteem?

1.

2.

3.

4.

Lesson II-4: Communication Skills

Objective and Introduction

Student Learning Objective

Identify good communication skills.

SPS (July 1994)

O 04.03 Demonstrate communication skills which are helpful in getting along with peers and family.

Introduction

We share our thoughts, ideas, and feelings with other people through verbal and nonverbal communication. Good communication skills are critical to personal and, eventually, to professional success. Being a good communicator is one key to "winning friends and influencing people." Good communication skills are extremely important in the workplace.

In this lesson, students will discuss communication and participate in activities designed to help them identify good communication skills.

Teacher Activity

Preparation

1. Review the lesson with emphasis on the Teacher References.
2. Prepare the Student Activity (SA), "The Puzzle Game" according to the directions in Teacher Reference 1 (TR1), "The Puzzle Game."
3. Prepare the transparency of the Transparency Master (TM), "What Is Communication?"
4. Duplicate the Student Handout (SH), "Good Communication Skills."
5. Duplicate the Student Progress Check (SPC), "Identifying Good Communication Skills."

Presentation	Resources
1. Introduce the topic and the student learning objective. Explain that at the end of this lesson students should be able to identify good communication skills.	Objective and Introduction
2. Discuss communication and communication skills.	
☐ Have students divide into pairs.	
☐ Distribute to each pair one SA.	SA: The Puzzle Game
☐ Review the directions in TR1.	TR1: The Puzzle Game
☐ Stop the activity after 10 minutes.	
☐ Ask students: - "How important was good communication to being successful in this game?" - "What made it a difficult game to complete?"	
☐ Explain communication and communication skills.	TR2: Communication and Communication Skills
3. Discuss the communication process.	
☐ Describe the communication process, using the TM.	TM: What Is Communication?
☐ Describe the two types of communication: verbal and nonverbal. Use role-play to demonstrate nonverbal communication.	
☐ Ask students which type of communication they did without when playing the Puzzle Game. **Note:** Nonverbal is the correct answer.	

Presentation	Resources
4. Demonstrate good communication skills. ☐ Choose two students who you believe to be good communicators. Ask one to be the sender of a message and one to be the receiver. **Note:** The sender should describe the class's last assignment from the last lesson to the receiver as though the receiver had been absent and needed to make up the assignment. ☐ Play the "rumor" or "gossip" game. ☐ Tell the two students to model good communication skills in this interaction. ☐ After the demonstration, ask the students to tell you what made the communication effective, or what made it ineffective, if that was the case. ☐ Emphasize the importance of listening skills.	
5. Discuss examples of communication skills that might be necessary in the food industry.	
6. Distribute the SH. Review the information and relate it to the demonstration.	📄 SH: Good Communication Skills
7. Summarize good communication skills.	
Evaluation	
1. Have the students complete the SPC and hand it in.	☑ SPC: Identifying Good Communication Skills
2. Provide feedback.	A Answers to SPC

In Other Programs:

Social Studies

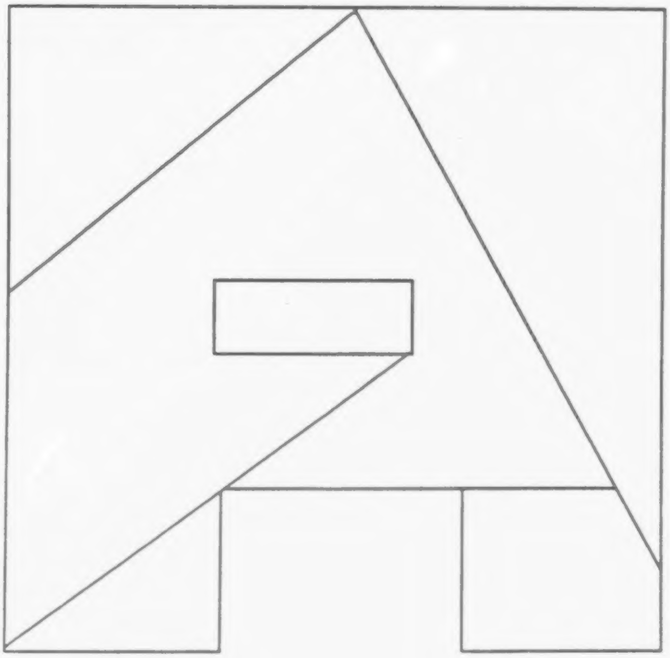
Present video- and/or audiotapes of great communicators, such as Martin Luther King's "I Have a Dream" speech. Discuss what made these people so effective in communicating.

Student Activity

The Puzzle Game

Name: ________________________________

Date: ________________________________ Period: ______________



Teacher Reference 1

The Puzzle Game

1. Make one copy of the Student Activity (SA) "The Puzzle Game" for each student in the class. Take half of the copies and cut out the "A" puzzle. Place each cut-out puzzle in an envelope.

2. Have the class divide into pairs. Give one student from each pair the envelope containing puzzle pieces. Give the other student a copy of the SA that has not been cut up. Tell the second student not to show it to his/her partner.

3. Have the partner with the puzzle pieces sit at a desk and the partner with the complete picture of the puzzle stand behind so that he/she cannot see the "puzzle piece."

4. Tell students that the partner with the puzzle pieces must put together the puzzle by listening to his/her partner's directions and without looking at the partner giving directions. He/she must rely solely on directions given verbally.

5. After 10 minutes, they can stop. Together, they can look at the intact "A" to see how well they did.

Teacher Reference 2

Communication and Communication Skills

Communication is a process with three components: a message, a sender, and a receiver. In this process, the message is sent by the sender and received by the receiver. Without all three components relating in this way, there is no communication.

Although communication is usually thought of in terms of words, communication involves more than its verbal components. Nonverbal component are also important. Much can be communicated with a look or a touch.

The nonverbal components of communication include:

☐ facial expression
☐ eye contact
☐ gestures or body movements
☐ body position or stance

Nonverbal cues of the sender and the receiver can be effective or ineffective. Effective cues include good eye contact, interested and pleasant facial expressions, open body stance, relaxed body movements and gestures, and head nods and other gestures of understanding.

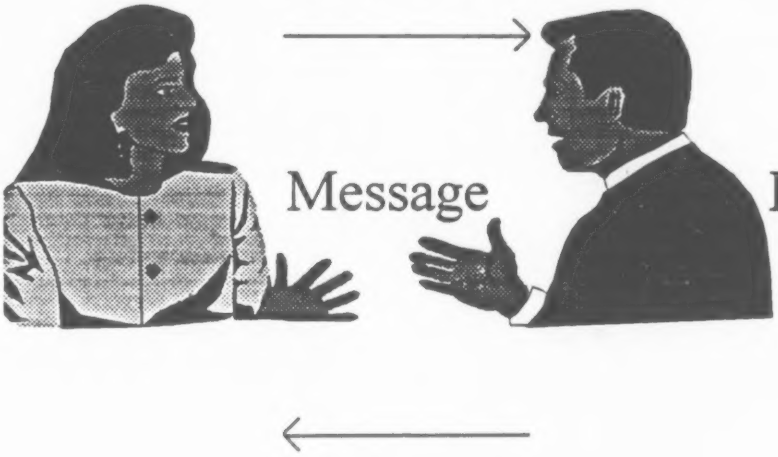
The verbal components of communication include:

☐ choice of words
☐ tone and pitch of voice
☐ voice volume

Effective verbal cues include the choice of words easily understood by the listener, a varied and pleasing tone of voice, voice volume that is loud enough to be heard but not so loud as to distract from the message, a word choice that accurately conveys the intended message, and clarity of speech.

To be effective communicators, receivers and listeners must show interest nonverbally (as discussed), reflect back to the speaker what they hear, and ask questions to clarify understanding.

What Is Communication?



Information

Sender

Message

Receiver

Feedback

Student Handout

Good Communication Skills

The Sender:

What can be seen:

- ☐ good eye contact
- ☐ pleasant, accepting facial expression
- ☐ open, relaxed body position
- ☐ natural gestures

What can be heard:

- ☐ pleasant, varied tone of voice
- ☐ choice of words that accurately convey the message
- ☐ choice of words that are easily understood by the receiver
- ☐ voice that is loud enough to be heard by the receiver(s) but not so loud as to take attention away from the message
- ☐ clarity of speech

The Receiver:

What can be seen:

- ☐ eye contact
- ☐ interested facial expression
- ☐ head nods

What can be heard:

- ☐ words and phrases such as *yes, I see, I understand* to show that the message was received
- ☐ saying back to the sender what the receiver heard to make sure the message was understood
- ☐ asking questions to clear up anything not understood

Student Progress Check ☑ **Identifying Good Communication Skills**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: As you read down the list of words or phrases below, place a check mark next to each one that reflects a good communication skill of senders and receivers.

____ 1. speaking in a whisper

____ 2. good eye contact

____ 3. withdrawn, closed-up facial expression

____ 4. pleasant, accepting facial expression

____ 5. looking around rather than looking at the other person

____ 6. open, relaxed body position

____ 7. natural gestures

____ 8. pleasant, varied tone of voice

____ 9. choice of words that accurately convey the message

____ 10. choice of words that may be above the listener's language level

____ 11. tense body movements

____ 12. speaking with a hand in front of the mouth

____ 13. crossed arms or legs

____ 14. choice of words that are easily understood by the receiver

____ 15. voice loud enough to be heard by the receiver(s)

____ 16. speaking in a sing-song tone of voice

____ 17. speaking clearly

____ 18. interested facial expression

____ 19. head nods

____ 20. words and phrases such as *yes, I see, I understand* to show the message was received

____ 21. repeating to the sender what the receiver heard to ensure the message was understood

____ 22. asking questions to clear up anything not understood

Answers to Student Progress Check A

1. ______
2. X
3. ______
4. X
5. ______
6. X
7. X
8. X
9. X
10. ______
11. ______
12. ______
13. ______
14. X
15. X
16. ______
17. X
18. X
19. X
20. X
21. X
22. X

Scoring:

12 - 14 correct = A

9 - 11 correct = B

6 - 8 correct = C

3 - 5 correct = D

0 - 2 correct = F

Lesson II-5: Interpersonal Relationships

Objective and Introduction

Student Learning Objective	Identify desirable and undesirable characteristics for developing and maintaining a workable relationship with others.
SPS (July 1994)	**O** 03.03 Identify personal characteristics which help individuals establish and maintain relationships with family members, co-workers, and others.
Introduction	We all live in a society where we must work together and depend on each other. Maintaining good relationships is **essential** to becoming a good team member at school, play, and (eventually) work. In this lesson, students will participate in activities and have discussions designed to help them think about developing good relationships.

Teacher Activity

Preparation

1. Review the lesson.
2. Have the textbook *Creative Living (CL)* ready.
3. Prepare the transparency of the Transparency Master (TM), "Am I a Good Group Member? Answers and Scoring."
4. Duplicate the Student Activity (SA) sheets.
    - ☐ SA1, "What Are My Characteristics?"
    - ☐ SA2, "Am I a Good Group Member?"
5. Duplicate the Student Progress Check (SPC), "Identifying Desirable Characteristics."

Presentation	**Resources**
1. Introduce the topic and the student learning objective. Explain that at the end of this lesson students should be able to take steps in developing good workable relationships by identifying characteristics that help establish and maintain relationships.	Objective and Introduction
2. Discuss important characteristics for building positive relationships.	
☐ Explain that the most basic interpersonal skill is being sensitive to others' thoughts and feelings.	
☐ Have students read the textbook.	"Getting Along with Others," *CL*, pp. 79 - 80
3. Discuss the personal characteristics one needs in order to have good relationships.	
☐ Ask students, "What characteristics does a person need to have or develop in order to have good relationships?" Write their answers on the chalkboard or a flip chart.	chalkboard or flip chart
☐ Have students complete SA1.	SA1: What Are My Characteristics?

Presentation	Resources
☐ Explain that the ratings that fall more on the right side of the page indicate characteristics that should be worked on to change.	
☐ Go over the characteristics listed on the left side of the page and describe examples. Ask students for additional examples of behavior that demonstrate each characteristic.	
4. Discuss what it means to be a good group or team member.	
☐ Have students complete SA2.	✎ SA2: Am I a Good Group Member?
☐ Provide feedback by showing TM. Review the scoring procedure with the students.	● TM: Am I a Good Group Member? Answers and Scoring
5. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Identifying Desirable Characteristics
Note: Emphasize that undesirable characteristics as well as desirable ones appear in the word search. They should circle the words describing desirable characteristics and place a straight line through the words describing undesirable characteristics.	A Answers to SPC
2. Provide feedback.	

In Other Programs:

(Please add.)

Student Activity 1 What Are My Characteristics?

Name: ________________________________

Date: ________________________________ Period: ____________

Directions: Listed below are pairs of characteristics. The five lines between each pair of words represent a scale. For each pair listed, rate what you feel describes you by placing an **X** on one of the lines between the words. Base your choice on how close you feel you are to one or the other of the two characteristics.

brave ____ ____ ____ ____ ____ cowardly

capable ____ ____ ____ ____ ____ incapable

cheerful ____ ____ ____ ____ ____ sad

clever ____ ____ ____ ____ ____ dumb

confident ____ ____ ____ ____ ____ insecure

considerate ____ ____ ____ ____ ____ inconsiderate

dependable ____ ____ ____ ____ ____ undependable

energetic ____ ____ ____ ____ ____ lazy

patient ____ ____ ____ ____ ____ impatient

outgoing ____ ____ ____ ____ ____ withdrawn

interesting ____ ____ ____ ____ ____ dull

tactful ____ ____ ____ ____ ____ blunt

unselfish ____ ____ ____ ____ ____ selfish

calm ____ ____ ____ ____ ____ nervous

neat ____ ____ ____ ____ ____ sloppy

pleasant ____ ____ ____ ____ ____ cranky

sympathetic ____ ____ ____ ____ ____ unsympathetic

generous ____ ____ ____ ____ ____ stingy

friendly ____ ____ ____ ____ ____ distant

consistent ____ ____ ____ ____ ____ changeable

democratic ____ ____ ____ ____ ____ bossy

flexible ____ ____ ____ ____ ____ rigid

easygoing ____ ____ ____ ____ ____ uptight

Student Activity 2

Am I a Good Group Member?

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: For each question, circle the letter of the answer that comes closest to how you feel.

1. Am I a self-starter?

   a. I do things on my own. Nobody has to tell me to get going.
   b. If someone gets me started, I keep going pretty well.
   c. Easy does it. I don't put myself out until I have to.

2. Am I a good organizer?

   a. I like to have a plan before I start. I'm usually the one to get things lined up when the group wants to do something.
   b. I do all right unless things get too confused. Then I quit.
   c. I can get all set and then something comes along and there are too many problems. So, I just take things as they come.

3. Can I take responsibility?

   a. I like to take charge of things and see them through.
   b. I'll take over if I have to, but I'd rather let someone else be responsible.
   c. There's always some eager beaver around wanting to show how smart he is. I say, let him.

4. Am I a good worker?

   a. I can keep going as long as I need to. I don't mind working hard for something I want.
   b. I'll work hard for a while, but when I've had enough, that's it.
   c. I can't see that hard work gets you anywhere.

5. Can I make decisions?

   a. I can make up my mind in a hurry if I have to. It usually turns out okay, too.
   b. I can make up my mind if I have plenty of time. If I have to make a quick decision, I think later I should have decided the other way.
   c. I don't like to be the one who has to decide things.

Student Activity 2 - continued

6. Can I stick with it?

   a. If I decide to do something, I don't let anything stop me.
   b. I usually finish what I start, if everything goes well.
   c. If it doesn't go right, I quit. Why beat your brains out?

7. How good is my health?

   a. I never run down!
   b. I have enough energy for most things that I want to do.
   c. I run out of energy sooner than most of my friends seem to.

8. How do I feel about other people?

   a. I like people. I can get along with just about anybody.
   b. I have plenty of friends--I don't need anyone else.
   c. Most people irritate me.

9. Can I lead others?

   a. I can get most people to go along when I start something.
   b. I can give the orders if someone tells me what we should do.
   c. I let someone else get things moving. Then I go along if I feel like it.

10. Can people trust what I say?

   a You bet they can. I don't say things I don't mean.
   b. I try to be on the level most of the time, but sometimes I just say what is easiest.

Am I a Good Group Member?
Answers and Scoring

Determine the number of points you get for each answer, as follows:

a = 2 points
b = 1 point
c = 0 points

Total your score.

20 points = You're a great group member!

13 - 19 points = You're a good group member.

5 - 12 points = You're so-so as a group member.

Below 5 points = Your skills as a group member need improvement.

Student Progress Check ☑ **Identifying Desirable Characteristics**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: In this word search, find 23 of the 27 words that indicate desirable characteristics and 11 of the 15 words that indicate undesirable characteristics for developing and maintaining workable relationships with others. Words may be found up and down, across and backwards.

a. *Circle* 23 words that describe *desirable* characteristics.

b. *Draw a line through* 11 words that describe *undesirable* characteristics.

c. List the words as you find them in the "desirable" or "undesirable" column.

C H E E R F U L O D N I K A D P
O A D E R E N N A M L L E W E A
U T U F E P U N C T U A L O P T
R E R ~~S U O I V N E~~ F ~~S H Y~~ E I
T F R I E N D L Y O T ~~B A D~~ N E
E U B O N S L U F H T U R T D N
O L I E S A D F L G A R B R A T
U H O N E S T ~~Y D E E R G~~ T B H
S I N C E R E H S M E A N J L E
A D E M O R R G L L E W R E E L
G ~~S A D~~ N A T U R A L L U A D P
G G E N E R O U S S T U D L E F
R B A R O M U H B R A V E O T U
E R E S P E C T F U L A T U A L
S U O I T I B M A N I C E S L E
S E N T H U S I A S T I C R M L
I R E E ~~P U K C U T S~~ O F A I R
V W E L L O T N T A C T L E S S
E N E A T M A N N E R E D I E E
C O O P E R A T I V E ~~S I L L Y~~
R L O I M A G I N A T I V E F R
~~U N H E A L T H Y~~ E R G O O D G
P O B E D I E N T C L E A N L A
M G O O D S P O R T S P O K E N
~~C R U E L~~ E M U G R A S O F T B
T D A B ~~D E C E I T F U L~~ T C D

Answers to Student Progress Check A

The correct answers are as follows:

Desirable:

- cheerful
- courteous
- honest
- sincere
- respectful
- enthusiastic
- brave
- obedient
- good sport
- clean
- healthy
- neat mannered
- helpful
- patient
- cooperative
- dependable
- well mannered
- imaginative
- generous
- natural
- fair
- truthful
- punctual
- friendly
- ambitious
- kind
- nice

Undesirable:

- aggressive
- bad
- cruel
- deceitful
- unhealthy
- silly
- late
- stuck up
- sad
- hateful
- envious
- shy
- greedy
- jealous
- rude

Lesson II-6: Peer Pressure

Objective and Introduction

Student Learning Objective	Define *peer pressure* and the effects of friendship groups.
SPS (July 1994)	**O** 04.01 Define positive and negative peer pressure.
Introduction	It is important for students to learn how to understand and recognize peer pressure. This ability will allow them to make good decisions based on their own values, especially if their values conflict with what others want them to do. In this lesson, students will complete worksheets and have discussions designed to help them examine peer pressure and the effects it has on them.

Teacher Activity

Preparation

1. Review the lesson, with emphasis on the Teacher Reference (TR), "Peer Pressure and Friendship Groups."
2. Duplicate the Student Handout (SH), "Friends and You."
3. Duplicate the Student Activity (SA), "Friendship Groups Worksheet."
4. Make a transparency of the Transparency Master (TM), "Discussion Topics."
5. Duplicate the Student Progress Check (SPC), "Friendship Groups -- Multiple-Choice Quiz
6. Get a dozen lemons.

Presentation	Resources
1. Introduce the topic and the student learning objective. Explain that at the end of this lesson students should be able to define peer pressure and describe the effects that friendship groups can have, both positive and negative.	Objective and Introduction
2. Discuss peer pressure and friendship groups.	
☐ Do the Lemon Activity as suggested in the TR.	TR: Peer Pressure and Friendship Groups
☐ Ask questions from the TR and discuss student responses.	
3. Have students read the SH. Explain the terms listed under "Words to Know."	SH: Friends and You
4. Show the TM and discuss the questions.	TM: Discussion Topics
5. Have students complete the SA. After they have completed it, go over it with the students and give them feedback on the correct answers.	SA: Friendship Groups Worksheet

Presentation	**Resources**
6. Optional student activity: Ask students to each write a letter to "Dear Abby" about one problem that teenagers have in getting along with their peers. They need not sign their real names. Place the letters in a basket and have all students choose one letter to read and answer in writing. Read some of the letters and their answers and discuss them in class.	
7. Summarize the lesson by defining *positive* and *negative peer pressure*.	
Evaluation	
1. Have students complete the SPC and hand it in.	☑ SPC: Friendship Groups -- Multiple-Choice Quiz
2. Provide feedback.	A Answers to SPC

In Other Programs:

(Please add.)

Teacher Reference

Peer Pressure and Friendship Groups

A. Introductory activity: Lemon Activity

1. Bring a dozen lemons to class. Ask the students to sit in a circle and put the lemons in the middle of the circle, so that everyone can see them.

2. Ask the following questions of the students and discuss their responses:

   ☐ How are all the lemons alike and how are they different? (Similarities: size, color, shape, food group (fruits), origin (grow on trees), etc.; differences: size, age, color, variations in shape, etc.)

   ☐ Can these similarities and differences in lemons be related to those in people? If so, how?

   ☐ Notice the marks and scars on some of the lemons. Do people also have scars? Do we have inner, invisible scars? How do lemons and people develop these scars (handled roughly, treated badly or neglected, etc.)?

   ☐ Group the lemons. What categories can be used (size, age, etc.)?

   ☐ What are the advantages of grouping the lemons? What are the disadvantages?

   ☐ Are there any problems that a single lemon would have? What advantages might there be? Give examples.

   ☐ Relate the last three questions to people instead of lemons.

   ☐ Suppose you had to reject three lemons from the group. Which ones would you leave out? Why? Are people sometimes rejected? For what reasons?

   ☐ Is it ever okay to reject people because of their age, appearance, size, or capabilities? (Give examples: too fat, too ugly, too stupid, etc.) Why or when?

Teacher Reference - continued

Optional discussion questions (for use if time permits):

- ☐ How do people feel when they are rejected from a group?
- ☐ Why do groups sometimes reject people?
- ☐ How do you think people in a group feel when they make someone feel rejected?
- ☐ Do teens and adults reject people? Why?
- ☐ Is there always a choice when we become members of a group?
- ☐ What is a clique?
- ☐ List some groups to which you belong. How did you become a member?
- ☐ Why is it so important to belong to a group?
- ☐ What is a good way to go about choosing group members?
- ☐ What do you think the purpose of this activity has been?
- ☐ How has this activity caused you to think about your behavior in selecting or rejecting others in your group?
- ☐ Share with the group one thing that you do when choosing friends that is good and one that could be improved.

B. Definitions

- ☐ *Peers* are people of the same age.
- ☐ *Peer pressure* can be defined as the power of people to influence or change the behavior of their peers. It is what you experience when you feel pushed to do something because the others in a group do it, even if you yourself don't want to do it.
- ☐ A *friendship group* is a group of peers who enjoy doing the same things.

Student Handout

Friends and You

Words to know:

understanding, encouraging, compromise, peers, approval, clique, peer pressure, disapproval, individuality, popular, acceptance, conforming, friendship, group, fads

When we study the family, we read that children learn to be loving and caring from their parents, brothers, and sisters. As children grow older, friends become more important. People learn and get a lot from friends. Friends learn from each other. Friends help each other. Ways that friends help each other:

☐ talking together and sharing ideas
☐ giving approval and acceptance
☐ being understanding
☐ being happy or sad for each other; feeling for friends
☐ encouraging each other to try new things

All of us belong to groups. The need to belong to a group is important at all ages. It is especially important to teens. Within friendship groups, teens can be with other teens who like to do the things they like to do.

There are many groups that teens can join: school groups, church groups, neighborhood groups, and friendship groups. One way to become a member of a group is to be like the other people in the group. This is called conforming. You are conforming when you wear the same kind of clothes that your friends wear, or when you talk or act the way that they talk or act.

It is okay to conform to the group most of the time. When you wear jeans to school because your friends wear jeans, you are conforming. The specific jeans you pick can still reflect your individuality. Conforming can cause problems, however, when a person does something dangerous or harmful in order to belong to a group.

Most groups have fads. A fad is the thing that is popular right now. Fads come and go quickly. Groups can have fads in hairstyles, clothes, words, a way of walking, a food, or a thing to do.

Group participation can teach you many things. Being in a group can teach you:

☐ how to do things without your family
☐ how to make and keep friends
☐ how to compromise
☐ how other people want you to act

Being in a group can also teach you to think about others and their feelings and the things they want to do. A group can help you make good decisions by giving approval. The group can help you learn about bad decisions by giving disapproval.

If you join a friendship group that helps you to grow and make good decisions, you will have a lot of fun together.

Discussion Topics

☐ What is peer pressure?

☐ What are some examples of times when peer pressure is a positive thing?

☐ What are some examples of times when peer pressure is a negative thing?

☐ Can you conform to your friendship group and still be an individual? How?

Student Activity

Friendship Groups Worksheet

Name: ______________________________

Date: ______________________________ Period: ____________

A. Match the words with their definitions.

_____	1. peers	a.	doing what the members of the group do
_____	2. approval	b.	liked by most people
_____	3. popular	c.	people who are the same age
_____	4. fad	d.	what you do when you decide to think about what other people want, too
_____	5. conforming	e.	what you get when others like what you do
_____	6. compromise	f.	something that is popular now

B. Fill in the blanks, using the list from above.

1. Dressing or acting like other people is ____________________.
2. People or things that most people like are ________________.
3. Something that is popular right now is called a ____________.
4. When people like what you do, you get ______________________.
5. People who are the same age are ____________________________.
6. You ________________ when you think about what other people want too.

Student Activity - continued

C. Use the worksheet on the previous page to answer the following questions.

1. Who teaches young children to be loving and caring? ______

2. How can friends help each other? (five ways) ______

3. Name three kinds of groups that teens can join. ______

4. What is it called when you try to be like other people in your group? ______

5. When can conforming cause problems? ______

6. What is a fad? ______

7. What can being in a group teach teens? (four things) ______

D. Use your own ideas to answer each question.

1. What are some fads that are popular now? ______

2. What are some of the groups at school? (example: band) ______

Feedback to SA ⟺

A. Matching the words to their definitions.

1. c
2. e
3. b
4. f
5. a
6. d

B. Fill in the blanks.

1. conforming
2. popular
3. fad
4. approval
5. peers
6. compromise

C. Use the worksheet to answer the questions.

1. parents, brothers, and sisters (family)

2. talk together and share ideas
give approval and acceptance
be understanding
be happy or sad for each other, feel for your friends
encourage each other to try new things

3. school groups
church groups
neighborhood groups
friendship groups

4. conforming

5. when a person does something dangerous or harmful in order to belong to a group

6. something that is popular right now

7. how to do things without their family
how to make and keep friends
how to compromise
how other people want them to act

Student Progress Check ☑ **Friendship Groups - Multiple-Choice Quiz**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Choose the *best* answer to complete the statement.

1. When kids your age want you to do something you may not want to do, what you feel is called ______________.

   A. caring B. peer pressure C. popularity

2. Kids help each other when they are free to talk and share feelings and __________ each other.

   A. conform B. criticize C. encourage

3. A particular dress or way of acting in a group that is popular right now is called a ______________.

   A. clique B. fad C. personal choice

4. Sometimes in a group, if you don't conform you won't be __________ by that group any longer.

   A. accepted B. influenced C. loved

5. People who are the same age are always your __________ group.

   A. clique B. peer C. popular

6. Friends can show ______________ by being good listeners, keeping promises, and understanding each other.

   A. friendship B. individuality C. peer pressure

7. You have _________ when you try to be like the other people in your group.

   A. conformed B. compromised C. developed

8. Group members may ____________ others from their group because of appearance, popularity, and other selfish reasons.

   A. encourage B. peer pressure C. reject

9. A __________ is a group of people who distinguish themselves by excluding others.

   A. clique B. fad C. friend

10. Approval and acceptance are two ways that all __________ show others that they care.

   A. cliques B. friends C. peers

Answers to Student Progress Check A

1. b

2. c

3. b

4. a

5. b

6. a

7. a

8. c

9. a

10. b

Scoring:

8 to 10 correct = A

6 to 7 correct = B

4 to 5 correct = C

1 to 3 correct = D

0 correct = F

Lesson II-7: Positive Relationships

Objective and Introduction

Student Learning Objective	Describe the importance of positive relationships to achieving one's goals.
SPS (July 1994)	O 03.04 Describe the importance of positive relationships to achieving one's goals.
Introduction	Understanding the importance of positive relationships to achieving personal goals is a step towards achieving those goals at school, play, and, eventually, work. In this lesson, students will complete worksheets and have discussions designed to make them aware of the link between good relationships and goal achievement.

Teacher Activity

Preparation

1. Review the lesson.
2. Prepare the transparency of the Transparency Master (TM), "How Do Good Relationships Help Us Achieve Goals?"
3. Duplicate the Student Activity (SA), "My Goal and How Positive Relationships Helped Achieve It."
4. Duplicate the Student Handout (SH), "What Is a Goal?"
5. Duplicate the Student Progress Check (SPC), "Importance of Positive Relationships to Achieving a Goal."

Presentation	Resources
1. Introduce the topic and the student learning objective. Explain that at the end of this lesson, students should be able to describe how important good relationships are to achieving their goals.	Objective and Introduction
2. Discuss the definition of the term *goal*.	
☐ Review and summarize this lesson information on positive relationships and how to establish and maintain them.	
☐ Have students read the SH silently. Then ask several students to read portions of it aloud.	SH: What Is a Goal?
☐ Ask students for examples of goals that require positive relationships to achieve. (Expected responses could include football games or other sporting events; club goals such as raising money or putting on a play; winning an election.)	
☐ Ask students what their long-term and short-term goals are.	
3. Discuss how good relationships help us achieve our goals.	
☐ Have students complete the SA. Then review the directions with the students. Give examples to help them think.	SA: My Goal and How Positive Relationships Helped Achieve It

Presentation | **Resources**

☐ After they have completed the activity, ask several students to share their work.

☐ Show the TM and go over the information. Ask students to give other ways. Write their responses on the transparency. Give examples for each reason listed. When one of the reasons that was shared by a student in the SA falls into one of the categories listed on the transparency, point it out.

TM: How Do Good Relationships Help Us Achieve Goals?

4. Summarize the definition of *goal* and the ways that positive relationships help us to achieve goals.

Evaluation

1. Have students complete the SPC and hand it in.

☑ SPC: Importance of Positive Relationships to Achieving a Goal

2. Provide feedback.

   ☐ The stated goal should fit the definition of a goal.

   ☐ The ways that students have given should generally be similar to examples discussed in class and should fall into one or more of the categories listed on the TM.

In Other Programs:

(Please add.)

Student Handout

What Is a Goal?

Something we work toward? Yes, though not an object--for growth happens through our relationships with people. Setting a goal is deciding whether I want to do something or not. It's a purpose, a focus, a standard, a striving--the aims toward which my efforts are directed. Life is full of goals, big and small. There are personal, group, even national goals. They are set by people, individually and cooperatively.

How do I choose goals?

Will my goals spring up right inside of me or must I go searching? Goals grow out of our concerns, our interests, and our feelings about ourselves as we relate to other people and to our world.

We each have eyes with which to see, ears with which to hear. Yet rarely do two people see exactly the same thing even though they may be looking at the same thing. We are individuals and we experience differently.

My goals are my own. A personal goal is a kind of commitment that an individual can make only by choice. There is no place for competition in choosing goals. Only I can judge what has meaning and value for me. Sometimes a goal changes form--while working toward one thing, we discover a more valuable purpose. We may also need to reconsider our goals if we find ourselves feeling that "something always gets in the way of my goal." Whether setting or resetting goals, we gain confidence when we accept the support, love, and encouragement of those who want to help us.

Goals and growth

A goal that allows growth involves both joy and pain, and often risk--opening ourselves to the possibility of accomplishment or even of failure. Growth comes when we experience satisfaction or when we are able to accept dissatisfaction and move on. In every experience there is potential growth, and we need to recognize its value. Growth can be intangible and deeply personal, and each of us values it in terms of ourselves.

Excerpt from Broward County's *Orientation of Home Economics*

Student Activity

My Goal and How Positive Relationships Helped Achieve It

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write a goal that you have already achieved. Then describe how your positive relationships with others helped you to achieve that goal. Try to come up with at least three ways that others helped you.

My goal:

How others helped me to achieve my goal:

1.

2.

3.

How Do Good Relationships Help Us Achieve Goals?

Friends and family can help by:

☐ giving us encouragement and support

☐ sharing in the work

☐ sharing what they know

☐ introducing us to others who can help

☐ giving us advice

Student Progress Check ☑

Importance of Positive Relationships to Achieving a Goal

Name: ________________________________

Date: ________________________________ Period: ______________

Directions: Think of a goal you wish to achieve. State your goal and give at least three ways that your relationships with others will help you attain your goal.

Goal:

1.

2.

3.

HIP CAT

Hospitality Industry Program

Culinary Arts Transition

Module III

Personal Grooming and Hygiene

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Lesson III-1: Importance of Good Grooming

Objective and Introduction

Student Learning Objective

Describe the importance of grooming, hygiene, and health care to your self-concept.

SPS (July 1994)

O 07.01 Describe the importance of grooming, hygiene, and health care to one's self-concept.

Introduction

Understanding the importance of good grooming, hygiene, and health care to the way a person feels and thinks about himself/herself is critical to developing good self-care habits. It can provide motivation for starting good habits now, so that later such habits become second nature. This period in young people's lives, when their bodies are changing, is the time when grooming and hygiene routines develop or become more self-directed.

In this lesson, students will participate in activities and discussions designed to make them aware of this link between good hygiene and self-esteem, and to prompt them to consider how a positive self-concept translates into a positive work ethic.

Teacher Activity

Preparation

1. Review the lesson and the textbook, *Creative Living: Teacher's Wraparound Edition (CL: TWE)*, pp. 32-40.

2. Duplicate the Student Activity (SA), "Reasons Why."

Presentation	Resources
1. Introduce the topic and the objective.	Objective and Introduction
2. Discuss the importance of wellness, good grooming, hygiene, and health care to self-concept.	*CL:TWE*, p. 32
☐ Have students read the textbook and use the questions at the end of the chapter for class discussion.	*CL:TWE*, pp. 32-40
☐ Ask students to define and give an example of habits relating to physical, mental, emotional, and social health and to hygiene, grooming, and health care.	
☐ Discuss how developing good health habits leads to success later in life.	
3. Have the students complete the SA. Ask some of the students to share their answers. Point out when the students' answers match information in the textbook.	SA: Reasons Why
4. Discuss the importance of good grooming and hygiene to people working in the hospitality industry, such as restaurant, hotel, and motel workers.	
☐ Ask students how they feel when they are served by well-groomed, clean workers and when they are served by poorly groomed, dirty workers.	
5. Discuss how a positive self-concept translates into a positive work ethic.	

Presentation		Resources
6.	Summarize the reasons why good grooming, hygiene, and health care are important to one's self-concept and to hospitality-industry workers.	
Evaluation		
1.	Have students work in small groups to write a one-page essay describing the importance of good hygiene, grooming, and health-care habits in relation to self-esteem.	
2.	Provide feedback. The students' essays should include reasons that are similar to the information given in the textbook.	

In Other Programs:

Social Studies

Discuss the importance of proper grooming for "image," using George Washington as an example.

Science

Discuss the importance of personal hygiene when working in a laboratory.

Incorporate personal hygiene with self-concept.

Student Activity ✍ **Reasons Why**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Why would personal hygiene be important to your job performance if you worked in a restaurant? Give two reasons for each type of self-care habit listed below. You may use reasons that you read in the textbook or that were discussed in class.

A. Grooming:

1.

2.

B. Hygiene:

1.

2.

C. Health Care:

1.

2.

D. Nutrition:

1.

2.

E. Substance Abuse:

1.

2.

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Lesson III-2: Daily and Weekly Grooming

Objective and Introduction

Student Learning Objective	Describe grooming routines that are done daily and weekly.
SPS (July 1994)	O 07.02 Describe grooming needs that are done daily, every two or three days, and weekly.
Introduction	To establish good grooming habits, one must recognize which routines should be done daily, which should be done every two or three days, and which should be done weekly. From there, a young person can plan his/her own schedule of grooming. In this lesson, students will discuss grooming routines and schedules.

Teacher Activity

Preparation

1. Review the lesson.
2. Prepare the transparency from the Transparency Master (TM), "The Keys to Good Grooming."
3. Duplicate the Student Activity (SA), "Grooming Routines."
4. Duplicate the Student Progress Check (SPC), "What Do I Know about When to Groom?"

Presentation	Resources
1. Introduce the topic and the objective.	Objective and Introduction
2. Discuss grooming routines.	
☐ Ask students to identify some basic grooming routines. Their answers should include the following: - take a bath or shower - wash and brush/comb hair (discuss dandruff shampoo) - wash hands and face - brush teeth and use mouthwash - wear clean clothes - manicure fingernails - pedicure toenails - wear clean shoes - use deodorant or antiperspirant - air out shoes	
☐ Show the transparency. Point out the relationship between the grooming routines that students identified and the keys to good grooming.	TM: Keys to Good Grooming
☐ Ask the students for five daily steps that can be taken to prevent body odor and bad breath. List them on the chalkboard or flip chart.	chalkboard or flip chart

Presentation | **Resources**

3. Have students complete the SA. Ask some of them to share their answers. Give feedback.

   Emphasize that some daily routines need to be performed more than once a day, such as brushing teeth and washing the face, depending on the circumstances and the individual's needs.

✍ SA: Grooming Routines

4. Summarize the lesson.

Evaluation

1. Have students complete the SPC and hand it in.

☑ SPC: What Do I Know about When to Groom?

2. Provide feedback, using the following:

   A. Answers should include five of the following:

      1. Wash hands and face.
      2. Take a shower or bath.
      3. Brush teeth and use mouthwash.
      4. Use deodorant or antiperspirant.
      5. Wear clean clothes.
      6. Wear clean shoes and air out shoes.

   B. Answer should include one of the following:

      1. Wash and brush/comb hair.
      2. Manicure fingernails.

   C. Pedicure toenails

In Other Programs:

Science

Invite a guest speaker to discuss the relationship between hygiene and health.

Student Activity ✍ **Grooming Routines**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: For each grooming routine listed below, decide whether it should be done every day, every two or three days, or weekly. Write a, b, or c in the blank to describe how often each grooming routine should be done.

a - Every day
b - Every 2 or 3 days
c - Every week

____ **1.** Take a bath or shower.

____ **2.** Wash hair.

____ **3.** Wash face.

____ **4.** Brush teeth and use mouthwash.

____ **5.** Wear clean clothes.

____ **6.** Manicure fingernails.

____ **7.** Pedicure toenails.

____ **8.** Wear clean shoes and air out shoes.

____ **9.** Use deodorant or antiperspirant.

Feedback to SA

a 1. Take a bath or shower.

b 2. Wash hair.

a 3. Wash face.

a 4. Brush teeth and use mouthwash.

a 5. Wear clean clothes.

b 6. Manicure fingernails.

c 7. Pedicure toenails.

a 8. Wear clean shoes and air out shoes.

a 9. Use deodorant or antiperspirant.

The Keys to Good Grooming

Clean Hair

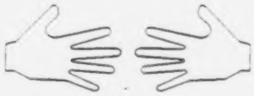
Clean Body

Clear Complexion

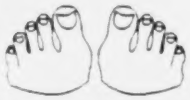
Clean Teeth and Fresh Breath

Clean Clothing

Manicured Fingernails

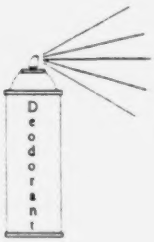


Pedicured Toenails



Clean Shoes

No Body Odor



Student Progress Check ☑ **What Do I Know about When to Groom?**

Name: ______________________________

Date: ______________________________ Period: ____________

A. Describe five grooming routines that should be done daily.

1.

2.

3.

4.

5.

B. Describe one grooming routine that should be done every two or three days.

C. Describe one grooming routine that should be done at least once a week?

Lesson III-3: Personal Grooming Schedule

Objective and Introduction

Student Learning Objective	Prepare a time schedule for hygiene, grooming, and health-care needs.
SPS (July 1994)	O 07.03 Prepare a time schedule for hygiene, grooming, and health-care needs.
Introduction	To maintain good grooming habits, one must plan a personal schedule of grooming. In this lesson, each student will determine what his/her personal grooming status is and plan a schedule to meet his/her own needs.

Teacher Activity

Preparation

1. Review the lesson.
2. Prepare the transparency from the Transparency Master (TM), "Basic Grooming Routines."
3. Duplicate the following:
   - ☐ Student Activity 1 (SA1), "My Grooming Checklist"
   - ☐ Student Activity 2 (SA2) "My Grooming and Hygiene Schedule"
4. Prepare the Student Progress Check (SPC), "Schedule for Grooming, Hygiene, and Health Care" by duplicating a page from a calendar for the current month (or week).

Presentation	Resources
1. Introduce the topic and the objective.	Objective and Introduction
2. Review grooming routines. ☐ Ask students to identify some of the basic grooming routines discussed in the last lesson.	
☐ Show the transparency. Review the grooming routines and ask students with what frequency they are usually done. Write their answers on the transparency.	TM: Basic Grooming Routines
3. Discuss individual grooming needs for the following routines: - shower or bathe - use deodorant or antiperspirant - brush teeth and use mouthwash - wash hair - wash face	
☐ Emphasize that different people can have different grooming-schedule needs, based on individual circumstances and preferences.	
☐ Give examples. People with oily skin, for example, may need to wash their face more than once a day, and people with dry skin may need to wash only once.	

Presentation	Resources
4. Have students complete SA1.	SA1: My Grooming Checklist
☐ Provide feedback. Tell students to give themselves one point for every "yes" answer.	
☐ Write the following scoring guide on a flip chart or chalkboard:	flip chart or chalkboard
14-16 points = You are very well groomed. **10-13 points** = You are fairly well groomed, but there is room for improvement. **Below 10 points** = You need to spend more time on yourself.	
☐ Ask some of the students whether their answers indicated that their usual schedule was adequate. Ask how their answers will influence their schedules. Will they change their schedules?	
5. Discuss health checkups.	
☐ Ask students what kinds of health checkups they regularly have. Expected responses could include the following: physical exam with doctor, dental exam and cleaning, and eye exam.	
☐ Ask how often each checkup usually occurs. Responses may vary according to individual students; however, physical exams should occur once a year, dental exams and cleaning should occur once or twice a year (or more for students with braces), and eye exams (for those students who wear glasses) may occur once every year or two.	
6. Have students complete SA2.	SA2: My Grooming and Hygiene Schedule
☐ Ask several students to share their schedules.	

Presentation	**Resources**
☐ Provide feedback. The students' answers will vary; however, most should have indicated that on each day is at least one scheduled time for the following routines: bathing or showering, brushing teeth, using deodorant, washing face, and choosing clean clothes. Washing hair and manicuring should be indicated at least twice during the week. Pedicuring should be indicated at least once during the week.	
7. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC and hand it in.	☑ SPC: Schedule for Grooming, Hygiene, and Health Care
2. Provide feedback. The schedule should meet the same criteria as those for SA2. Each day should be coded, with times. Schedules will vary. Some students will have no health-care appointments for the month or week. Therefore, these students should have answered the last question. (Expected response: physical exam-once a year, dental cleaning and exam-once or twice a year).	

In Other Programs:

(Please add.)

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Basic Grooming Routines

Take a bath or shower.

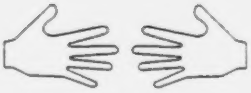
Wash hair.

Wash face.

Brush teeth and use mouthwash.

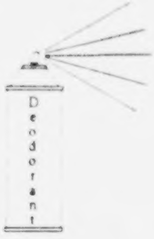
Wear clean clothes.

Manicure fingernails.



Pedicure toenails.

Wear clean shoes and air out shoes.



Use deodorant or antiperspirant.

Student Activity 1 My Grooming Checklist

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Answer the following questions about how you look and feel today by writing "Y" for Yes, "N" for No and "M" for Maybe on the line next to each question.

YES - NO - MAYBE

____ 1. Is my hair clean?

____ 2. Are my teeth clean and in good condition?

____ 3. Are my fingernails clean, shaped, and free of hangnails?

____ 4. Are my hands clean?

____ 5. Are my ears clean?

____ 6. Is my clothing clean and in good condition?

____ 7. Is my body free of unpleasant odors?

____ 8. Do I hang up my clothes, if not dirty, every night?

____ 9. Did I take a shower or bath this morning or last night?

____ 10. Are my shoulders free of dandruff and stray hair?

____ 11. Are my shoes clean, in good condition, and comfortable?

____ 12. Are my socks or hose free of holes or runs?

____ 13. Do I try to look my best at all times, even when I'm alone?

____ 14. Am I about the right weight for my height?

____ 15. Is my hair styled or cut to fit my face shape?

____ 16. Do I consider myself well groomed?

Student Activity 2 My Grooming and Hygiene Schedule

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Identify your grooming routine and indicate how often you do that routine a day on the line next to "frequency." Also, write the time of day when you do that routine on the line next to "when." Then check the day that you do that routine.

Grooming Routine	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1. ____________ Frequency ____________ When ____________							
2. ____________ Frequency ____________ When ____________							
3. ____________ Frequency ____________ When ____________							
4. ____________ Frequency ____________ When ____________							
5. ____________ Frequency ____________ When ____________							
6. ____________ Frequency ____________ When ____________							
7. ____________ Frequency ____________ When ____________							
8. ____________ Frequency ____________ When ____________							

Student Progress Check ☑

Schedule for Grooming, Hygiene, and Health Care

Name: ____________________

Date: ____________________ Period: __________

Directions: Refer to the next page for this exercise.

1. For every day on the calendar page, use the following codes to indicate what grooming, hygiene, or health-care routine you plan:

BA: bathe or shower

BR: brush teeth

WF: wash face

UD: use deodorant

CS: choose clean clothes and shoes

WH: wash hair

PD: pedicure toenails

MN: manicure fingernails

DR: doctor's appointment

DE: dentist's appointment

EY: optometrist's appointment

OT: other health-care appointments or routines, such as hearing exam or chiropractic adjustment

2. For each routine scheduled, write the approximate time next to the code. If a routine is scheduled for more than once daily, write the code and each scheduled time separately.

3. If you have no health-care appointments, write below how often each type of exam should be scheduled:

Physical exam:

Dental exam:

Eye exam:

Month:________ Year:_______

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Hospitality Industry Program

Culinary Arts Transition

Module IV

Employability Skills

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Lesson IV-1: Employment Readiness

Objective and Introduction

Student Learning Objective Identify factors that affect employability.

SPS (July 1994) O 01.04 Identify employability skills related to acquiring and maintaining employment.

Introduction Creating an awareness in students of the importance of being educated/trained and of developing skills that are universally desired in the workplace is the focus of this lesson. By advising them, as youngsters, of factors that affect employability, you may give them the opportunity to begin to think about how to gain training and develop such skills.

In this way, students may be more open to taking full advantage of educational and skill-development opportunities. To achieve this awareness, students will complete worksheets and have discussions designed to introduce them to employability factors.

Teacher Activity

Preparation

1. Review the lesson and read Chapter 8, *Careers in Home Economics (CHE)*, pp. 102-111.
2. Prepare transparencies:
   - ☐ Transparency Master 1 (TM1), "Employment Factors"
   - ☐ Transparency Master 2 (TM2), "Skills That Increase Employability"
3. Duplicate the Student Activity (SA), "Employability Skills and Factors."
4. Arrange for a guest from the food-service industry to discuss skills that increase a person's worth in the workplace.
5. Duplicate the Student Progress Check (SPC), "Identifying Factors and Skills That Affect Employability."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Have students take turns reading the textbook chapter.	*CHE*, Chapter 8, pp. 102-111
3. Discuss employability factors.	
☐ Ask students for the factors that affect a person's employability.	
☐ Discuss their responses.	
☐ Show the transparency and go over any factors that weren't identified by students.	TM1: Employment Factors
☐ Give examples of each factor listed. Give examples from the food-service and hospitality industry.	
4. Discuss skills that increase a person's worth in the workplace.	

Presentation	Resources
☐ Review the skills listed on the transparency. Define terms, if necessary, and give examples of each skill from the food-service and hospitality industry.	TM2: Skills That Increase Employability
☐ Emphasize the importance of education and training in developing the skills.	
5. Invite a guest speaker from the food-service industry.	
6. Have students complete the SA. Provide feedback.	✎ SA: Employability Skills and Factors
Note: The correct answers are: 1, 2, 3, 5, 7, 8, 10, 11, 13, and 14.	
7. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Identifying Factors and Skills That Affect Employability
2. Provide feedback.	
Note: The correct answers are: 1, 3, 5, 6, 7, and 9.	

In Other Programs:

(Please add.)

Employment Factors

The following factors affect your desirability as a worker:

- ☐ education/training level
- ☐ experience
- ☐ age
- ☐ ability to work with others
- ☐ physical ability
- ☐ mental ability
- ☐ attitude toward work
- ☐ possession of various skills

Transparency Master 2

Skills That Increase Employability

The possession of certain skills increases your desirability as a worker. These skills are:

- ☐ communication and interpersonal skills
- ☐ computer skills
- ☐ math skills
- ☐ language literacy skills--reading and writing

Student Activity

Employability Skills and Factors

Name: ____________________________________

Date: ____________________________________ Period: ______________

Directions: Circle the number next to each factor and skill that affects one's desirability in the workplace.

1. education/training level
2. experience
3. age
4. ability to work alone
5. physical ability
6. sports ability
7. mental ability
8. positive attitude toward work
9. cultural literacy skills
10. communication and interpersonal skills
11. computer skills
12. video game skills
13. math skills
14. language literacy skills--reading and writing
15. mechanical skills

Student Progress Check ☑ Identifying Factors and Skills That Affect Employability

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Circle the number next to each factor and skill that affects one's desirability in the workplace.

1. education/training level
2. race or sex
3. ability to work with others
4. sports ability
5. mental ability
6. communication and interpersonal skills
7. computer skills
8. video game skills
9. math skills
10. mechanical skills

Lesson IV-2: Finding Job Opportunities

Objective and Introduction

Student Learning Objective	Develop a plan for recognizing job opportunities.
SPS (July 1994)	**O** 01.01 Identify sources of information for finding a job.
Introduction	The ability to identify information sources when looking for a job and to develop a plan for recognizing job opportunities is essential to getting a job. Knowing where to look for a job is crucial to having as many opportunities as possible in the job market. Because finding a job can be as much work as doing a job, the search should be approached with skill and planning. In this lesson, students will complete worksheets and discuss sources of job information and planning for recognizing job opportunities.

Teacher Activity

Preparation

1. Review the lesson.
2. Duplicate the following:
   - ☐ Student Handout 1 (SH1), "Getting Leads"
   - ☐ Student Handout 2 (SH2), "Making Contact"
3. Prepare the transparencies:
   - ☐ Transparency Master 1 (TM1), "Items in Want Ads"
   - ☐ Transparency Master 2 (TM2), "Want-Ad Abbreviations"
4. For student activities, duplicate the following:
   - ☐ Student Activity 1 (SA1), "Abbreviations in Want Ads"
   - ☐ Student Activity 2 (SA2), "Planning for Job Seeking"
5. Obtain several copies of the classified-ad section from your local newspaper. Ask students to bring in classified-ad sections, also. Get several pairs of scissors and rolls of cellophane tape.
6. Duplicate the Student Progress Check (SPC), "Developing a Plan for Identifying Job Sources."

Presentation	Resources
1. Introduce the topic and the student learning objective.	◙ Objective and Introduction
2. Discuss the sources of job information, as given in the student handout, "Getting Leads." ☐ Ask students to take turns reading the handout. ☐ Give examples of the various ways of getting job leads, as listed on the handout. ☐ Discuss what will be needed at employment offices: Social Security card, proof of age, proof of citizenship (if applicable), and work permit (if applicable)	▤ SH1: Getting Leads

Presentation	Resources
☐ Give examples of other sources, such as "Help Wanted" signs and the yellow pages in the telephone directory for the names and locations of businesses.	
3. Discuss the information about classified ads on TM1. For each numbered item, give examples that relate to the food-service and hospitality industry.	TM1: Items in Want Ads
4. Discuss the abbreviations commonly used in want ads, as listed on TM2.	TM2: Want-Ad Abbreviations
☐ Have students take turns reading each abbreviation and the term it represents.	
☐ Describe any terms that may be unfamiliar to students in this context, such as *benefits, flexible, experience preferred, permanent, temporary,* etc.	
☐ Have students complete SA1.	SA1: Abbreviations in Want Ads
☐ Provide feedback.	
Note: The correct answers are: 1 - i, 2 - l, 3 - f, 4 - a, 5 - k, 6 - p, 7 - q, 8 - s, 9 - v, 10 - b, 11 - o, 12 - c, 13 - d, 14 - j, 15 - t, 16 - g, 17 - e, 18 - h, 19 - u, 20 - m, 21 - n, and 22 - r.	
5. Have students do the "reading the want ads" activities.	
☐ Have students look for two ads for jobs in each of the following areas: food service, clothing and textiles, child care, and home management. Have students cut out the ads and tape them to paper.	newspaper want-ad sections, scissors, rolls of tape
☐ Have them write a letter responding to one of their ads.	
☐ Or, role-play a phone call responding to an ad.	
6. Discuss ways to make contact as listed on the student handout, "Making Contact."	SH2: Making Contact

Presentation	**Resources**
7. Have students complete SA2. ☐ Ask several students to share their answers. ☐ Provide feedback.	✍ SA2: Planning for Job Seeking
Note: Possible answers include: (1) talk with other people--by personal visit or phone call; (2) visit businesses and work sites after looking them up in the phone book or seeing "Help Wanted" signs; (3) check the newspaper ads--visit, send letter of application, make a phone call; (4) talk with former employers--visit or phone; and (5) go to public or private employment agencies--visit, bring letter of application, make a phone call.	
8. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Developing a Plan for Identifying Job Sources
2. Provide feedback.	
Note: Possible answers include: 1. (1) talk with other people, (2) visit businesses and work sites, (3) read the want ads, (4) look for "Help Wanted" signs, (5) look up businesses in the yellow pages, (6) visit public or private employment agencies, and (7) talk with former employers. 2. (1) personal visit, (2) letter of application, (3) phone call	

In Other Programs:

(Please add.)

Student Handout 1 Getting Leads

Finding Job Opportunities

When looking for work, the more leads one has, the better the chances of getting a job. How does one find leads? Some ways of getting leads are:

☐ Talk with other people including friends, family, neighbors, and teachers. Tips from these people are your best bet. Let them know you are job-seeking. Tell people who work in places where your family or you do business, such as gas stations, grocery stores, or dry cleaners. They may hear of jobs because they see and talk to a number of people every day. They might even recommend you.

☐ Visit businesses and work sites. Stores in malls, restaurants, construction sites, and any new businesses are worth a try. Before you go to visit businesses, use the phone book to look up all the possibilities in each area of town. Planning saves time and effort.

☐ Locate the classified ads in the newspaper. After finding the classified-ads section, look under "Help Wanted" or "Employment Opportunities." When you find an interesting ad, don't wait to act. Other people looking for jobs are reading the same ads.

☐ Talk with former employers. They know about job leads because they have daily contact with the business world. They will also speak highly of a good worker.

☐ Go to public employment agencies. These agencies list many jobs, and their services are free. The staff there can help you identify what jobs you are suited for. Go to the local office of the State Employment Service and register. In Florida, you can find the office by looking under "Florida State Employment Service" in the white pages of the phone book.

Items in Want Ads

In a want ad, the employer often lists these six things:

1. Title of the job
2. Qualifications needed for the job
3. Salary or wage
4. Schedule of work hours
5. Preferred way to contact the employer
6. Structure of the job: part-time or full-time

Transparency Master 2

Want-Ad Abbreviations

To save space, newspapers often shorten words in the ads as follows:

permanent - perm

temporary - temp

accounting - acc

experience - exp

hour - hr

hours per week - hrs/wk

full-time - f/t or FT

part-time - p/t or PT

necessary - nec

bookkeeping - bkpg

flexible - flex

company - co

preferred - pref

thousand - K

required - req

opportunity - oppty

salary - sal

words per minute - wpm

schedule - sch

month - mo

benefits - bnfts

vacation - vac

Student Activity 1

Abbreviations in Want Ads

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write the letter of the abbreviation in the blank next to the word it stands for.

1. ______ permanent
2. ______ temporary
3. ______ accounting
4. ______ experience
5. ______ hour
6. ______ hours per week
7. ______ full-time
8. ______ part-time
9. ______ necessary
10. ______ bookkeeping
11. ______ flexible
12. ______ company
13. ______ preferred
14. ______ thousand
15. ______ required
16. ______ opportunity
17. ______ salary
18. ______ words per minute
19. ______ schedule
20. ______ month
21. ______ benefits
22. ______ vacation

a. exp
b. bkpg
c. co
d. pref
e. sal
f. acc
g. oppty
h. wpm
i. perm
j. K
k. hr
l. temp
m. mo
n. bnfts
o. flex
p. hrs/wk
q. f/t or FT
r. vac
s. p/t or PT
t. req
u. sch
v. nec

Student Handout 2

Making Contact

After getting leads, how should you make contact with employers? Here are three ways to contact employers to find out more about jobs.

☐ A personal visit is usually the best way to follow up on a job lead. It might even lead to an interview on the spot.

☐ Sending a letter of application is a good approach when applying for an out-of-town job or for a job that will probably have many applicants. Sometimes an employer will request a letter in the ad. It gives employers a chance to see a sample of your writing and helps them to keep your name in mind.

☐ Although phoning about a job is not the best way to make contact, sometimes an ad will request that you call. Even though it doesn't give you a face-to-face chance to be remembered, it may be the only way to reach the employer.

Student Activity 2 ✍ **Planning for Job Seeking**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Use the spaces below to write down the steps you would take to find a job. In each step, describe the source that you would use for finding job opportunities and state how you would make contact.

Step	**Source**	**How to Contact**
1.		
2.		
3.		
4.		
5.		

Student Progress Check ☑ **Developing a Plan for Identifying Job Sources**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Answer the questions below to develop a plan for identifying job sources.

1. List four sources of information about job opportunities.

   a.

   b.

   c.

   d.

2. Describe two ways contact is made, after a job source has been identified.

   a.

   b.

Objective and Introduction

Student Learning Objective	Complete a job-application form.
SPS (July 1994)	**O** 01.04 Identify employability skills related to acquiring and maintaining employment.
Introduction	Filling out a job-application form correctly is very important to getting an interview, which is the next step in acquiring a job. A poorly completed or incomplete job application will often take a person out of the running for a job opening. In this lesson, students will have the opportunity to learn about job applications. They will learn how to fill them out correctly and will practice completing them.

Teacher Activity

Preparation

1. Review the lesson and read Chapter 12, *Careers in Home Economics (CHE)*, pp. 168-177.

2. Prepare a transparency of the Transparency Master (TM), "Job-Application Terms."

3. For student activities, duplicate the following:

   - ☐ Student Activity (SA), "Job-Application Words to Remember"
   - ☐ Chapter 12, Activity 4, "Application for Employment," *Careers in Home Economics Workbook Teacher's Edition (CHE:WTE)*, pp. 83-84, for student activity 2 (SA2)

4. Duplicate the Student Handout (SH), "Things You Will Need to Know."

5. Collect several job-application forms (or just one, if you prefer, from the state employment agency) and duplicate them for student progress checks.

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Have students take turns reading from the textbook.	*CHE*, Chapter 12, pp. 168-177
3. Discuss the terms that are listed on the TM. These terms commonly appear on job applications. **Note:** As you go over the terms, give examples from the food-service and hospitality industry that illustrate the definitions when needed.	TM: Job-Application Terms
4. Have students complete the SA.	SA: Job-Application Words to Remember
5. Provide feedback. **Note:** The correct answers are: 1 - e, 2 - c, 3 - d, 4 - f, 5 - h, 6 - b, 7 - g, and 8 - a.	
6. Discuss the items listed on the SH. ☐ As you go over the types of information commonly requested on a job application, give examples, when needed.	SH: Things You Will Need to Know

Presentation	**Resources**
☐ Have students take turns reading the section on tips for filling out applications.	
☐ Have students complete SA2.	✍ Application for Employment, *CHE:WTE*, pp. 83-84
☐ Provide feedback. Answers will vary, but the application form should be filled out completely, neatly, and accurately.	
7. Summarize the lesson.	
Evaluation	
1. Have students complete job-application forms.	
2. Provide feedback. Answers will vary, but the application form should be filled out completely, neatly, and accurately.	

In Other Programs:

(Please add.)

Job-Application Terms

Business reference - someone who can tell the employer about your ability to be a successful worker

Occupation - the job in which a person is regularly employed

Requirements - stated skills, knowledge, and abilities that are necessary to qualify for a particular job

Experience - the work you have performed before applying for a particular job

Defect - Any weakness, illness, or sickness that would affect your performance on a job

Employee - the worker on the job

Employer - the person or firm that has one or more persons working for pay

Qualifications - special skills, knowledge, or abilities that fit a person for a particular job

Student Activity **Job-Application Words to Remember**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Match each term with its definition by writing the letter of the definition in the blank next to the word it defines.

1.	_____ Business reference	**a.**	special skills, knowledge, or abilities that fit a person for a particular job
2.	_____ Occupation	**b.**	the worker on the job
3.	_____ Requirements	**c.**	the job in which a person is regularly employed
4.	_____ Experience	**d.**	stated skills, knowledge, and abilities that are necessary for one to qualify for a particular job
5.	_____ Defect	**e.**	someone who can tell the employer about your ability to be a successful worker
6.	_____ Employee	**f.**	the work you have performed before applying for a particular job
7.	_____ Employer	**g.**	the person or firm that has one or more persons working for pay
8.	_____ Qualifications	**h.**	any weakness, illness, or sickness that would affect your performance

Student Handout Things You Will Need to Know

Job applications often ask for your:

☐ **Name.** (Give last name first).

☐ **Permanent address.** Give the address where you receive mail.

☐ **Social Security number.** Identifies your payments to the federal retirement system and also identifies you for tax purposes.

☐ **Telephone number.** Include the area code. Give a number where you can be reached during the day. If this is different from your home number, write "day number" and "evening number" next to the appropriate numbers.

☐ **Job preference.** Name the job you are applying for or in which you are interested.

☐ **Birthplace and date of birth.** Answer these questions only if you want. If the employer insists, he/she must show you how this information relates to your job qualifications or the requirements for the job.

When you fill out job applications:

☐ Use a pen and print clearly.

☐ Be neat. Don't scratch out or cross out words.

☐ Think carefully before you write.

☐ Answer all questions completely.

☐ If a question doesn't apply to you, write "N/A," which means "not applicable."

☐ Check the application carefully for correct spelling.

☐ If you aren't sure of the salary you should get, write "open" in the space provided for required salary.

☐ Print your complete name (no nicknames) and address (including zip code).

☐ Be sure to give your telephone number or a number where you can be reached.

☐ Do not write in the space labeled "For Office Use."

☐ Be honest.

Lesson IV-4: Interviewing for a Job

Objective and Introduction

Student Learning Objective	Identify ways to make a good impression when interviewing.
SPS (July 1994)	**O** 01.04 Identify employability skills related to acquiring and maintaining employment.
Introduction	Interviewing skills are important to have when looking for a job. If one makes it past the application process, the job interview is the next step toward acquiring a job. Having an awareness of the importance of the job interview and building an information base of ways to make a good impression in an interview are the first steps toward developing interviewing skills. In this lesson, students will discuss interviewing skills and participate in activities designed to help them identify ways of being successful when being interviewed.

Teacher Activity

Preparation

1. Review the lesson and read Chapter 14, *Careers in Home Economics (CHE)*, pp. 190-197.
2. Duplicate the Student Activity (SA), "Making a Good Impression."
3. Duplicate the Student Progress Check (SPC), "Successful Interviewing."

Presentation	**Resources**
1. Introduce the topic and the student learning objective.	● Objective and Introduction
2. Have students take turns reading the textbook. ☐ Give examples of ways to make good impressions when interviewing. Use examples of interviews for jobs in the food-service and hospitality industry. ☐ Ask students to share any experiences they may have had with being interviewed for volunteer work. Role-play both a good interview and a bad interview.	*CHE*, Chapter 14, pp. 190-197
3. Have students complete the SA. Provide feedback.	SA: Making a Good Impression
Note: The correct answers are: 2, 3, 5, 6, 8, 10, 11, and 12.	
4. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Successful Interviewing
2. Provide feedback.	
Note: The correct answers are: 1, 2, 3, 5, 8, and 9.	

In Other Programs:

(Please add.)

Student Activity

Making a Good Impression

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: In order to make a good impression during an interview, how should you behave? Listed below are 12 statements; only some of them are correct. Circle the number beside the correct statements only.

1. Don't think too much before the interview about what you will say. You want to be fresh.

2. Dress appropriately for the business at which you are interviewing. Be sure to be neat, clean, and well groomed.

3. Be aware of your body language. Maintain eye contact, shake hands, and show that you are paying attention.

4. Be at least ten minutes late, so that you don't appear too eager.

5. Avoid giving yes or no answers to questions. Give examples and explain your answers, even if they can be answered with just a yes or no.

6. Don't speak negatively about former employers or yourself.

7. If you don't understand a question, don't let on. Try to give a short nonspecific answer. You don't want to seem stupid.

8. Respond briefly; don't ramble.

9. Don't talk much about yourself or try to sell yourself. The interviewer will ask you, if he/she wants to know about your skills.

10. Ask questions about the position. To show your interest, ask questions about the job and the business.

11. Be prepared to answer questions such as, "Why are you interested in this job?" and "Do you have any work experience?"

12. After the interview, send a thank-you letter to the person who interviewed you to show your courtesy and your interest in the job.

Student Progress Check ☑ **Successful Interviewing**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: The following statements are about successful interviewing techniques. Listed below are 10 statements; only some of them are correct. Circle the number of the correct statements only.

1. Prepare for the interview. Get a complete job description, if possible, and find out as much as you can about the job responsibilities and the business.

2. Dress appropriately for the business at which you are interviewing. Be sure to be neat, clean, and well groomed.

3. Be on time.

4. Give yes or no answers to questions. Don't explain if questions can be answered with a simple yes or no.

5. Don't speak negatively about former employers or yourself.

6. If you don't understand a question, don't let on. Try to give a short, nonspecific answer. You don't want to seem stupid.

7. Don't talk much about yourself or try to sell yourself. The interviewer will ask you, if he or she wants to know about your skills.

8. Ask questions about the position. To show interest, also ask questions about the job and the business.

9. Be prepared to answer questions such as, "Why are you interested in this job?" and "Do you have any work experience?"

10. After the interview, don't contact the business again. If you get the job, someone will contact you.

Lesson IV-5: Child-Labor Laws

Objective and Introduction

Student Learning Objective	Identify child-labor laws and ways they pertain to the local food-service and hospitality industry.
SPS (July 1994)	Not Applicable
Introduction	Understanding child-labor laws and their effects on students' opportunities in the local job market will help students to identify jobs they can qualify for. It also will give them information so they may protect their own rights as under-age employees. In this lesson, students will complete worksheets and have discussions designed to help them understand how child-labor laws affect them and potential job opportunities.

Teacher Activity

Preparation

1. Review the lesson and the Teacher Reference (TR).
2. For a student handout (SH), obtain enough copies of the Florida Department of Labor and Employment one-page publication "Child Labor Laws -- The State of Florida and the Federal Fair Labor Standards Act" for your class. These can be obtained through your local Florida State Employment Service Office.
3. Duplicate the Student Activity (SA), "Child-Labor Laws--True or False."
4. Duplicate the Student Progress Check (SPC), "How Child-Labor Laws Affect Me."

Presentation	Resources
1. Introduce the topic and the student learning objective.	● Objective and Introduction
2. Discuss the child-labor laws in the student handout.	
☐ Explain that federal and state child-labor laws are both described in the handout and that when the provision of one law is stricter than a similar provision of the other law, the stricter one is the standard that must be adhered to. Stricter provisions are indicated on the handout with an asterisk.	▤ Child-Labor Laws -- The State of Florida and the Federal Fair Labor Standards Act
☐ Have students take turns reading the boxes of information (on the right side of the handout) that pertain to minors 14 and 15 years old. (If you have students who are 16, or almost 16 years old, you may want to have them read the boxes on the left, as well.)	
☐ Define the term *compulsory*.	
3. Discuss the specific provisions that affect student's opportunities in the local food-service or hospitality industry.	
☐ Ask students to look at the handout and identify provisions or parts of provisions that directly affect the type of local food-service or hospitality work they may or may not be able to do.	

Presentation | **Resources**

Note: See the TR for possible responses. Include on the list you are making any items that are left out by students.

TR: How Child-Labor Laws Affect Students and Local Businesses
chalkboard or flip chart

- ☐ On a chalkboard or flip chart, write the student's responses. Have students take notes.
- ☐ Give examples of each numbered item and of how the item relates to local food-service and hospitality-industry businesses where students could and could not work.
- ☐ Have students complete the SA.
- ☐ Provide feedback.

SA: Child-Labor Laws--True or False

Note: The correct answers are: 1-T, 2-T, 3-F, 4-T, 5-F, 6-T, 7-T, 8-F, 9-T, 10-T, 11-F, 12-F, 13-T, 14-T, and 15-T.

5. **Optional:** Arrange to have a manager of a local food-service or hospitality-industry business speak to the students. Ask the manager to give specific examples of how the child-labor laws affect their hiring practices, employee work-time schedules, and assignment of job tasks.
6. Summarize the lesson.

Evaluation

1. Have students complete the SPC.
2. Provide feedback.

SPC: How Child-Labor Laws Affect Me

Note: The correct answers are: 1-T, 2-T, 3-T, 4-F, 5-T, 6-F, 7-F, 8-T, 9-T, and 10-T.

In Other Programs:

(Please add.)

Teacher Reference 📖

How Child-Labor Laws Affect Students and Local Businesses

Child-labor laws, state and federal, restrict the maximum hours, time of day, and type of work that minors (under the age of 18) may perform on a job.

Students who work:

1. **must** attend school full-time,
2. may **not** work during school hours,
3. may work only 3 hours a day when school is scheduled the next day,
4. may work only 15 hours a week when school is in session,
5. may work a maximum of 8 hours a day and 40 hours per week during holidays or summer vacation,
6. may work only 8 hours on a day that is **not** before a school day,
7. may work between the hours of 7:00 a.m. and 7:00 p.m. on a day before a school day,
8. may work until 9:00 p.m. during the holidays or summer vacation,
9. may **not** work where alcohol is served or sold,
10. may **not** work where animals are slaughtered or meat is processed,
11. may **not** operate power-driven bakery machines,
12. may **not** work in freezers or meat coolers,
13. may **not** operate a meat or vegetable slicer, and
14. may work during usually restricted hours if he/she works at a business owned by his/her parents.

Student Activity ✍ **Child-Labor Laws--True or False**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write a "T" in the blank next to each true statement, and an "F" in the blank next to each false statement.

If you are a minor, 14 or 15 years of age, you

_____ **1.** **must** attend school full-time.

_____ **2.** may **not** work during school hours.

_____ **3.** may work only 4 hours a day when school is scheduled the next day.

_____ **4.** may work only 15 hours a week when school is in session.

_____ **5.** may work a maximum of 30 hours per week during holidays or summer vacation.

_____ **6.** may work 8 hours on a day that is **not** before a school day.

_____ **7.** may work only between the hours of 7:00 a.m. and 7:00 p.m. on a day before a school day.

_____ **8.** may work until 10:00 p.m. during the holidays or summer vacation.

_____ **9.** may **not** work where alcohol is served or sold.

_____ **10.** may **not** work where animals are slaughtered or meat is processed.

_____ **11.** may **not** work in a fish market.

_____ **12.** may **not** operate power-driven ice cream machines.

_____ **13.** may **not** work in freezers or meat coolers.

_____ **14.** may **not** operate a meat or vegetable slicer.

_____ **15.** may work during usually restricted hours if you work at a business owned by your parents.

Student Progress Check ☑ How Child-Labor Laws Affect Me

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write a "T" in the blank next to each true statement about child-labor laws and an "F" in the blank next to each false statement.

If you are a minor, 14 or 15 years of age, you

_____ **1.** **must** attend school full-time.

_____ **2.** may **not** work during school hours.

_____ **3.** may work only 3 hours a day when school is scheduled the next day.

_____ **4.** may work only 20 hours a week when school is in session.

_____ **5.** may work a maximum of 40 hours per week during holidays or summer vacation.

_____ **6.** may work only 6 hours on a day that is **not** before a school day.

_____ **7.** may work only between the hours of 8:00 a.m. and 8:00 p.m. on a day before a school day.

_____ **8.** may **not** work where alcohol is served or sold.

_____ **9.** may not operate power-driven bakery machines.

_____ **10.** may not work in freezers or meat coolers.

Lesson IV-6: Responsible Work Habits

Objective and Introduction

Student Learning Objective

Identify responsible work habits.

SPS (July 1994)

O 01.04 Identify employability skills related to acquiring and maintaining employment.

Introduction

Accepting responsibility on the job is critical to keeping a job. In fact, accepting responsibility is important to nearly every aspect of life--work, school, family, and friends. By identifying ways to show acceptance of responsibility through work habits, such as punctuality, students have the opportunity to think beyond getting a job, to keeping a job once they find one.

In this lesson, students will complete worksheets and have discussions designed to help them understand the importance of accepting job responsibilities.

Teacher Activity

Preparation

1. Review the lesson and read Chapters 15 and 16, *Careers in Home Economics (CHE)*, pp. 204-205 and pp. 213-215.
2. Duplicate the Student Activity (SA), "Ways of Showing Responsibility on the Job."
3. Duplicate the Student Progress Check (SPC), "Identifying Responsible Work Habits."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss the definition of *responsibility*.	
☐ Ask students to define the term.	
☐ Discuss their responses.	
☐ Write the following definition of *responsibility* on the chalkboard or flip chart: a certain duty or obligation; the quality or condition of being dependable, reliable, and trustworthy.	chalkboard or flip chart
3. Have students take turns reading from the textbook.	*CHE*, Chapter 15, pp. 204-205 *CHE*, Chapter 16, pp. 213-215
4. Discuss responsible work habits.	
☐ Have students take turns reading the SA.	SA: Ways of Showing Responsibility on the Job
☐ Give examples for each bulleted item.	
☐ Have students complete the SA during the class discussion by using examples given in class.	Feedback to SA
☐ Provide feedback.	
Optional: Read or have students read the article "You've Got the Job! Now Can You Keep It?" from the April 1982 issue of *Co-ed* Magazine.	

Presentation	Resources
6. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Identifying Responsible Work Habits
2. Provide feedback.	
Note: The correct answers are: 1, 3, 4, 6, 7, 9, 10, 12, 14, 15, 16, 17, 19, and 20.	

In Other Programs:

(Please add.)

Student Activity Ways of Showing Responsibility on the Job

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: As examples are given in class of the following responsible behaviors, write them down.

Responsible Behavior	Examples
Accept training.	
Follow safety regulations.	
Accept criticism in formal performance evaluations and informal feedback from supervisor.	
Follow company rules and work schedule.	
Demonstrate courtesy.	
Be dependable.	
Show honesty.	
Take responsibility for own mistakes.	
Demonstrate care for equipment, materials, and supplies.	
Report lost or broken equipment.	

Feedback to SA ⟺

Answers will vary but should resemble the sample answers given here as a guideline.

Accept training: Attend training sessions. Read any training manuals provided. Attend classes to upgrade your skills, such as computer skills.

Follow safety regulations: Read all safety regulations. (Sometimes safety regulations are clearly posted.) Use equipment properly as trained and according to procedures. Don't take unnecessary risks.

Accept criticism in formal performance evaluations and informal feedback from supervisor: Listen to criticism. Be sure to ask your supervisor what you can do to improve your work performance, if you are unsure. Don't be defensive; use criticism constructively.

Follow company rules and work schedule: Ask for and read the company rules and policies manual. Dress appropriately, especially in line with any dress code given. Perform tasks as stated in any procedures. Write down your schedule and be sure to come in on time.

Demonstrate courtesy: Be polite to customers and co-workers. Smile, and say "please" and "thank-you." If you have extra time, help a co-worker with his/her task. Be on time for work, especially if you do shift work and are relieving other workers.

Be dependable: Give a full day's work for a full day's pay. Complete tasks on time. Notify your employer of your own tardiness. Call in if you will be absent or significantly tardy.

Show honesty: Work all of your assigned time. Keep breaks within the time you are alloted. Fill out your time sheet accurately and truthfully. Don't steal equipment or supplies.

Take responsibility for your own mistakes: If you fail to perform or to complete a task, admit it. If you make a mistake in carrying out a task, admit it.

Demonstrate care for equipment, materials, and supplies: Be careful with equipment and furniture. Use materials and supplies sparingly, so as not to waste. Wipe up spills, and don't put drinking glasses or food on furniture without protection such as a drink coaster or tray.

Report lost or broken equipment: Report any equipment used in the business, if it doesn't work or if it doesn't work as well as usual. Report any missing or lost equipment immediately, in case it has been stolen.

Student Progress Check ☑ **Identifying Responsible Work Habits**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Circle each statement below that describes responsible work habits.

1. Accept training.
2. Defend yourself when criticized.
3. Attend classes to upgrade your skills, such as computer skills.
4. Read all safety regulations.
5. Use equipment the way you think is right; someone will correct you if you are doing anything wrong.
6. Accept criticism in formal performance evaluations and informal feedback from supervisor.
7. Read any training manuals provided.
8. Be sure to ask your supervisor what you can say to improve his/her attitude toward you.
9. Follow company rules and work schedule.
10. Perform tasks as stated in any procedures.
11. Take supplies and materials for personal use; businesses expect it.
12. Demonstrate courtesy.
13. Don't work to help a co-worker, even if you have extra time; you are paid to do your own job.
14. Be on time for work, especially if you do shift work and are relieving other workers.
15. Be dependable and complete tasks on time.
16. Call in if you will be absent or significantly tardy.
17. Show honesty and work all of your assigned time.
18. If you make a mistake in carrying out a task, don't admit it; probably no one will notice.
19. Use materials and supplies sparingly, so as not to waste.
20. Report lost or broken equipment.

Lesson IV-7: Advancing on the Job

Objective and Introduction

Student Learning Objective

Identify the personal characteristics required for advancing on the job.

SPS (July 1994)

O 01.04 Identify employability skills related to acquiring and maintaining employment.

Introduction

Helping students to identify the types of personal characteristics that are required for getting ahead in the work world is a step toward developing these characteristics within themselves. These same characteristics will also be useful for advancing academically, before they enter the work world.

In this lesson, students will complete small-group activities and worksheets designed to help them identify characteristics required for advancing on the job.

Teacher Activity

Preparation

1. Review the lesson.
2. Prepare a transparency of the Transparency Master (TM), "Traits for Advancement."
3. Duplicate the Student Progress Check (SPC), "Identifying Traits Needed for Job Advancement."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. For a student activity, have students break into small groups.	
☐ Have each group brainstorm examples of personal characteristics that one usually needs in order to be promoted. Each group should come up with four or five characteristics.	
☐ List the responses of all groups and discuss their responses.	chalkboard or flip chart
3. Go over the items on the TM.	TM: Traits for Advancement
☐ Point out similarities between this list and the list of student responses.	
☐ Give examples of behavior in the food-service and hospitality industry that illustrate each listed trait.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Identifying Traits Needed for Job Advancement
2. Provide feedback.	
Note: The correct answers are: 1, 2, 4, 5, 6, and 9.	

In Other Programs:

(Please add.)

Traits for Advancement

dependability

cooperativeness

ability to work as a team member

willingness to learn

punctuality

cleanliness and good grooming

good attendance

initiative (doing more than just what is expected)

flexibility (being able to make changes and doing different tasks, if asked)

professionalism (showing good character and handling oneself well in difficult situations)

Student Progress Check ☑

Identifying Traits Needed for Job Advancement

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Circle the words or phrases below describing traits needed for job advancement.

1. dependability
2. ability to work as a team member
3. willingness to tell on other workers
4. punctuality
5. cleanliness and good grooming
6. good attendance
7. unwillingness to do more than what is expected
8. quiet and shy manner
9. cooperativeness
10. ability to do everything exactly the same every day, no matter what

Hospitality Industry Program

Culinary Arts Transition

Module V

Foods and Nutrition/ Culinary Arts

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Lesson V-1: Introduction to the Food-Service Industry

Objective and Introduction

Student Learning Objective

Identify trends in the food-service industry.

SPS (July 1994)

Not Applicable

Introduction

The food-service industry has taken a variety of forms in the last few years. As the needs of society have changed, so has the food-service industry. It has evolved into a multifaceted industry that is continually developing new ways to serve the public. From fast-food chains to elegant restaurants to grocery market delicatessens to lunchroom cafeterias, the business of food service has expanded and diversified to meet the varied needs of consumers in the 90's. Becoming aware of the trends in food service may motivate students to consider potential careers in this growing industry.

In this lesson, students will explore the current trends in food service through presentations by industry representatives and discussion.

Teacher Activity

Preparation

1. Review the lesson.

2. Arrange for a representative of the food-service industry (a member of the Florida Restaurant Association, if possible) to be a guest speaker.

   ☐ Share the video and a copy of the Student Activity, "Food-Service Industry Trends," with the speaker.

   ☐ Ask him/her to prepare a fifteen- to twenty-minute presentation on trends in the food-service industry.

3. Arrange to borrow the videotape "Careers in the Hospitality and Restaurant Industry" (CHRI) from the Florida Restaurant Association, Hollywood, Florida, to show to the class.

4. Duplicate the Student Activity (SA), "Food-Service Industry Trends."

Presentation	Resources
1. Introduce the topic and the student learning objective.	● Objective and Introduction
2. Explain the term *trend*.	
3. Show the CHRI videotape. Discuss the video.	Videotape: CHRI
4. Introduce the speaker. ☐ Have students complete the SA during the speaker's presentation. Remind students to ask questions of the speaker so that they will have the information needed to complete the SA. ☐ After the presentation, thank the speaker. Have students share their answers from the SA. Provide feedback.	✎ SA. Food-Service Industry Trends
5. Summarize the lesson.	

Presentation	Resources
Evaluation 1. Have students write a short, one- to two-page essay describing some trends in the food-service industry. 2. Provide feedback. Students essays should contain information presented in the videotape and by the speaker.	

In Other Programs:

Language Arts

Have students write a review of a school-cafeteria meal.

Mathematics

Have students do a bar graph depicting trends, such as fast food. Resource: *IndustryProfile 1992*, Florida Restaurant Association.

Student Services

Take a field trip with the class to a new restaurant. Give each student a self-interest survey.

Student Activity ✍ **Food-Service Industry Trends**

Name: ____________________

Date: ____________________ Period: __________

Directions: During the speaker's presentation, answer the following questions as he/she provides the information.

1. What is the "food-service industry?"

2. What are some examples of the various types of food services available?

3. How does the food-service industry respond to people's needs in our fast-paced society? What changes in the types of available food services have resulted from the changing needs of society?

4. What kinds of trends in the food-service industry are likely to develop in the future?

Objective and Introduction

Student Learning Objective	Identify jobs and careers in food management, production, and service.
SPS (July 1994)	E 02.01 Identify careers in food and nutrition. E 02.02 Classify jobs according to service, management, and production.

Introduction

Providing students with information about potential jobs and careers in the food-service industry will help them to add to their personal career-information base. As they acquire an awareness of the various career types and opportunities, they may gain the motivation to develop career goals in the food-service industry, if they believe themselves to have the personal characteristics suitable for this field.

In this lesson, students will complete worksheets and have discussions designed to acquaint them with a variety of jobs in the food-service industry, including management and production jobs.

Teacher Activity

Preparation

1. Review the lesson. Read Unit 4, "Food and Nutrition Careers," *Careers in Home Economics (CHE)*, pp. 244-291.
2. Prepare the transparency from the Transparency Master (TM), "Food-Service Industry Occupation Categories."
3. Duplicate the Student Activity (SA), "Word Search--Food-Service Occupations."
4. Duplicate the Student Progress Check (SPC), "Identifying Jobs and Careers in Food Service."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss the definitions of terms included in the TM.	TM: Food-Service Industry Occupation Categories
☐ Ask students to read the categories and their descriptions.	
☐ Give a few examples for each category. Write the examples on the transparency.	
☐ Ask students for examples for each category. Write their examples on the transparency.	
3. Explain the variety of jobs and careers available in the food-service industry.	
☐ Have students read Unit 4 of the text.	*CHE*, pp. 244-291
☐ Have students take turns categorizing some of the jobs listed in the food-and-nutrition-careers chart in the Introduction to Unit 4.	
☐ Choose two or three of the occupation profiles in chapters 18, 19, or 20 to highlight and discuss.	
☐ Have students complete the SA, "Word Search--Food-Service Occupations."	SA: Word Search--Food-Service Occupations
☐ Provide feedback.	Feedback to SA

Presentation

4. Summarize the lesson.

Evaluation

1. Have students complete the SPC.
2. Provide feedback.

Note: The correct answers are: 1, 3, 4, 5, 7, 8, 9, 11, 13, 14, 15, 17, 18, 19, and 20.

Resources

☑ SPC: Identifying Jobs and Careers in Food Service

In Other Programs:

Language Arts

Have students get into groups of four and plan what they would have to do to serve 50 people at "their" restaurant for one meal. They should come up with job descriptions for each group member.

Mathematics

Have students research the amount of math training required for some of the jobs discussed.

Student Services

Arrange for a guest speaker from a college or university program in hospitality.

FOOD-SERVICE INDUSTRY OCCUPATION CATEGORIES

PRODUCTION: The work involved in the growing, harvesting, transporting, and preparing of food.

SERVICE: Jobs in which food is served and sold, and in which tables are cleaned up after diners eat.

MANAGEMENT: Jobs involving food production, service, or facilities.

Student Activity ✍

Word Search--Food-Service Occupations

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: In the following block of letters, locate and circle the words and phrases that relate to the food-service industry. Look for the words listed below. The words in the block appear horizontally, vertically, diagonally, backwards, and forward. Then, use the list of the occupations listed below and next to each identified job or career, categorize it by writing "M" for management, "P" for production, and "S" for service.

E D I A L A E M E M O H G N I S R U N I

N B N J H F S D W R E T I R Y T U L H J

M S U P E R M A R K E T O W N E R M J H

B G S S R E K A M H C I W D N A S B G F

L J I T P E H E R B F A R M E R B H D R

C V E R W E O U H R F D S F C H J U Y R

J W A I T E R M K T F R E S I O L R E W

M F B A K E R S H E L P E R M F G R S W

B H M T M H L Y O T F D E W Z S D V C G

A D I E T I C I A N A H F T R U K D V X

N U T R I T I O N E D U C A T O R J H F

W R W R A S S I S T A N T C H E F P U H

A R E G A N A M T N A R U A T S E R W Q

Word List:

_____ bakers helper

_____ dietician

_____ herb farmer

_____ assistant chef

_____ restaurant manager

_____ nursing home meal aide

_____ busperson

_____ supermarket owner

_____ sandwich maker

_____ waiter

_____ nutrition educator

Feedback to SA ⬅

```
E D I A L A E M E M O H G N I S R U N I
N B N J H F S D W R E T I R Y T U L H J
M S U P E R M A R K E T O W N E R M J H
B G S S R E K A M H C I W D N A S B G F
L J I T P E H E R B F A R M E R B H D R
C V E R W E O U H R F D S F C H J U Y R
J W A I T E R M K T F R E S I O L R E W
M F B A K E R S H E L P E R M F G R S W
B H M T M H L Y O T F D E W Z S D V C G
A D I E T I C I A N A H F T R U K D V X
N U T R I T I O N E D U C A T O R J H F
W R W R A S S I S T A N T C H E F P U H
A R E G A N A M T N A R U A T S E R W Q
```

M - management, **P** - production, **S** - service

P	bakers helper
S	busperson
M	dietician
M	supermarket owner
P	herb farmer
P	assistant chef
P	sandwich maker
M	restaurant manager
S	waiter
M	nutrition educator
S	nursing home meal aide

Student Progress Check ☑ **Identifying Jobs and Careers in Food Service**

Name: ____________________

Date: ____________________ Period: __________

Directions: Put a check mark (✓) on the line next to each job or career in the food-service industry.

____ **1.** fast-food cook

____ **2.** gas station attendant

____ **3.** restaurant manager

____ **4.** nursing home meal aide

____ **5.** waiter or server

____ **6.** florist

____ **7.** dining-room attendant

____ **8.** farmer

____ **9.** head chef

____ **10.** babysitter

____ **11.** pizza baker

____ **12.** engineer

____ **13.** maitre d'

____ **14.** sandwich maker

____ **15.** kitchen supervisor

____ **16.** housemaid

____ **17.** salad preparation worker

____ **18.** pastry chef

____ **19.** busperson

____ **20.** dishwasher

Lesson V-3: Food-Service Industry Worker's Interests and Abilities

Objective and Introduction

Student Learning Objective	Identify the interests, abilities, and attitudes needed for working in the food-service industry.
SPS (July 1994)	Not Applicable
Introduction	To be successful in the food-service industry, a worker should develop certain interests and abilities. Identifying those interests and abilities will help students determine whether they may be interested in or suited for this type of work. Students who find that this work appeals to them and that they have suitable personal characteristics may gain the motivation to develop career goals in the food-service industry. In this lesson, students will complete worksheets and have discussions designed to acquaint them with the interests and skills required and to help them determine whether their interests lie in this area.

Teacher Activity

Preparation

1. Review the lesson.
2. Prepare transparencies:
   - ☐ "Do I Want to Work with Food?" from Unit 5, *Creative Living: Teacher's Resource Binder (CL:TRB)*, p. 281
   - ☐ Transparency Master (TM), "Food-Service Worker's Interests, Abilities, and Attitudes"
3. Duplicate the Student Activity (SA), "Word Search--Food Service Workers Should Be...."
4. Duplicate the Student Progress Check (SPC), "Identifying Interests, Abilities, and Attitudes of Food-Service Workers."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss the interests, abilities, and attitudes required of workers in the food-service industry.	
☐ Explain that to be a good food-service industry worker, a person needs certain skills and attitudes.	
☐ Show the transparency taken from *CL:TRB*, p. 281.	Do I Want to Work with Food?
☐ Have students take turns reading the questions and answering them.	
☐ Give examples for each question to illustrate why it is important to food-service work.	
☐ Show students the TM.	TM: Food-Service Worker's Interests, Abilities, and Attitudes
☐ Have students take turns reading the listed words and phrases.	
☐ Have students complete the SA.	SA: Word Search--Food-Service Workers Should Be....
☐ Provide feedback.	Feedback to SA

Presentation	Resources
3. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC	☑ SPC: Identifying Interests, Abilities, and Attitudes of Food-Service Workers
Note: The correct answers are 2, 4, 5, 6, 7, 8, and 9.	

In Other Programs:

Language Arts

Have students diagram a career cluster, pinpointing the elements involved in a career choice.

Student Services

Have each student identify the area of his/her interest and proceed further.

Food-Service Worker's Interests, Abilities, and Attitudes

A food-service worker enjoys:

☐ working at a fast pace

☐ performing detailed tasks that must be done repeatedly

☐ pleasing customers

☐ working with a team of people to get a job done

☐ eating and preparing food

☐ selling

☐ taking responsibility for handling money

☐ working in noisy places

☐ working with small machinery

☐ making tips by providing customer service

Student Activity

Word Search—Food-Service Workers Should Be....

Name: ________________________

Date: ________________________ Period: __________

Directions: In the following block of letters, locate and circle the words and phrases that relate to being successful as a food-service worker, using the words listed below. Words appear horizontally, vertically, diagonally, backwards, and forward.

```
M U T D E T A I L E D H E D S A O U L H
N I R T F D S W A N M J H G Y T F R D O
K J R U J F G R D S Y L K J I U H G Y T
N P L E A S I N G C U S T O M E R S M K
M K J H S T Y G F R E D S M N J H F G V
M K J H G P B H G V F C D T Y U J A G F
M K J H Y F O G F Y T J I V G F G S G U
P R E P A R I N G F O O D M L K G T Y R
B V G F D X S T S J B G F C E S F E S W
N J H G V F E G N I L L E S K G D T E M
J F G F T R D E W A B J H B G V E G F D
J K H L P O I H J Y G L F R E D W T R E
B H G S T E A M M E M B E R M J A K J H
N G E T T I N G T I P S M J H T S J D V
H F G J D I W L W O S C X F S G W E U R
```

Word List:

fast
detailed
responsible
pleasing customers
getting tips
selling
preparing food
team member

Feedback to SA

```
M U T D E T A I L E D H E D S A O U L H
N I R T F D S W A N M J H G Y T F R D O
K J R U J F G R D S Y L K J I U H G Y T
N P L E A S I N G C U S T O M E R S M K
M K J H S T Y G F R E D S M N J H F G V
M K J H G P B H G V F C D T Y U J A G F
M K J H Y F O G F Y T J I V G F G S G U
P R E P A R I N G F O O D M L K G T Y R
B V G F D X S T S J B G F C E S F E S W
N J H G V F E G N I L L E S K G D T E M
J F G F T R D E W A B J H B G V E G F D
J K H L P O I H J Y G L F R E D W T R E
B H G S T E A M M E M B E R M J A K J H
N G E T T I N G T I P S M J H T S J D V
H F G J D I W L W O S C X F S G W E U R
```

Student Progress Check ☑

Identifying Interests, Abilities, and Attitudes of Food-Service Workers

Name: ____________________________

Date ____________________________ Period: ______________

Directions: Put a check mark (✓) on the line next to each word or phrase that describes an ability, interest, or attitude that is important for success as a food-service worker.

____ 1. prefers working at a slow pace

____ 2. enjoys detailed tasks that are done repeatedly

____ 3. likes pleasing customers

____ 4. prefers working alone to get a job done

____ 5. enjoys food and the preparation of food

____ 6. is good at selling

____ 7. can take responsibility for handling money

____ 8. likes working in noisy places

____ 9. is good at working with small machinery

____ 10. prefers making the same salary every week, regardless of customer service

Lesson V-4: Education and Training for the Food-Service Industry

Objective and Introduction

Student Learning Objective	Identify higher education opportunities in the food-service industry.
SPS (July 1994)	E 02.03 Identify training needed for food and nutrition careers.
Introduction	If students are to become aware of the preparation required for work in the food-service industry, they should learn about the various training and educational avenues that are available. If they are interested in preparing for these occupations, they will discover the types of educational goals they should set. In this lesson, students will have discussions designed to introduce to them the educational opportunities in food-service careers.

Teacher Activity

Preparation

1. Review the lesson. Read the booklet *The Choice of the Future*, from the Educational Foundation of the National Restaurant Association, as a teacher resource.

2. Duplicate the National Restaurant Association Educational Foundation Scholarship Programs for a student handout.

Note: To obtain the booklet and the handout, contact:

Mr. Robert F. Nelson, Director
Information and Educational Services
Florida Restaurant Association
2441 Hollywood Blvd.
Hollywood, FL 33020-6605

3. Duplicate the Student Activity (SA), "Higher-Education and Vocational-Training Opportunities."

4. Duplicate the Student Progress Check (SPC), "Identifying Higher-Education and Vocational-Training Sources."

Presentation	Resources
1. Introduce the topic and the student learning objective.	◙ Objective and Introduction
2. Discuss the types of jobs in the food-service industry that require higher education or formal vocational training.	
☐ Give some examples of these jobs (nutritionist, gourmet chef, food technologist, health inspector, dietician, food-service or consumer economist, butcher or meat cutter, food-related author or editor). Write the examples on a chalkboard or flip chart. Discuss what they do and why they require more education or training.	chalkboard or flip chart
☐ Ask students for examples. Write their examples on the chalkboard or flip chart.	
3. Discuss the variety of educational and vocational-training opportunities.	

Presentation	Resources
☐ Present the information in the teacher resource, *The Choice of the Future*. For each type of school or program, give or ask for a local example.	
☐ Have students complete the SA as you present the information.	✍ SA: Higher-Education and Vocational-Training Opportunities
☐ Distribute the handout "NRA Educational Foundation Scholarship Programs." Discuss the information.	▤ National Restaurant Association Educational Foundation Scholarship Programs
4. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Identifying Higher-Education and Vocational-Training Sources
2. Provide feedback.	
Note: The correct answers are: 1, 2, 4, and 5.	

In Other Programs:

Language Arts

Have each student interview an individual in an executive position in the food-service industry and write a report on his/her interview.

Student Activity ✍ **Higher-Education and Vocational-Training Opportunities**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Complete the worksheet as your teacher presents the information. For each number printed on the page, list a type of higher-education or vocational-training program that provides training for workers in the food-service industry. Give an example of the types of jobs one would qualify for after completing the program. Lastly, for each item, name a local or regional school that provides the program.

1.

2.

3.

4.

Student Progress Check ☑

Identifying Higher-Education and Vocational-Training Sources

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Put a check mark (✓) on the line next to each type of training or educational program that provides training for potential workers in the food-service industry.

____ **1.** high-school vocational courses

____ **2.** military-training programs

____ **3.** short-order cook academies

____ **4.** junior/community colleges

____ **5.** four-year and graduate-degree programs in colleges and universities

Lesson V-5: The Food-Service Industry as a Drug-free Workplace

Objective and Introduction

Student Learning Objective	Describe the Drug-free Workplace Act and its impact on the food-service industry.
SPS (July 1994)	Not Applicable
Introduction	Informing students of the impact of drug use on the job and of the provisions that the Drug-free Workplace Act makes for businesses in the food-service industry (or any industry) can be another positive step in preventing drug abuse by students. In this lesson, students will complete worksheets and have discussions designed to inform them about the hazards of drug use on the job.

Teacher Activity

Preparation

1. Review the lesson and the National Institute's booklet *How Drug Abuse Takes Profit Out of Business. How Drug Treatment Helps Put It Back In.*

2. Prepare the transparency from the Transparency Master (TM), "The Costs of Drugs in the Workplace" or duplicate pages from the booklet *How Drug Abuse Takes Profit Out of Business. How Drug Treatment Helps Put It Back In.*

3. Obtain and review the videotape, "Drugs at Work--Employee Version" from the U.S. Department of Health and Human Services, Public Health Services.

4. Duplicate the Student Activity (SA), "Drug-free Workplace."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Show the video.	Videotape: Drugs at Work–Employee Version
3. Discuss the impact of drug use on the workplace as it relates to the food-service industry.	
☐ Have students complete the SA as you discuss this topic.	SA: Drug-free Workplace
☐ Present each bulleted item on the transparency (or the duplicated student handout).	TM: The Costs of Drugs in the Workplace
☐ Give examples of how each listed result of drug use drives up costs in the food-service industry. The frequent absences of one employee, for example, create more work for other workers and that means poorer customer service, which in turn could cause the business to lose customers and employees to lose their jobs.	
4. Describe the Drug-free Workplace Act.	
5. **Optional:** Have a class discussion on (1) drug treatment vs. incarceration or (2) the pros and cons of drug testing.	
6. Summarize the lesson.	

Presentation	Resources
Evaluation 1. For a student progress check, have students write a one- to-two-page essay describing the costs of drugs in the workplace and the Drug-free Workplace Act. 2. Provide feedback.	

In Other Programs:

Language Arts

Have students create a short skit on how drugs can impact the food-service industry. The skit might deal with the effects of drug use on food preparation, customer service, or public relations.

Mathematics

Elaborate and discuss the statistical data in "The Costs ofDrugs in the Workplace" or duplicate pages from the booklet *How Drug Abuse Takes Profit Out of Business. How Drug Treatment Helps Put It Back In.*

Science

For a lesson on human growth and development, list the effects of drugs and identify the relationship between drugs and AIDS. Resource: Videotape from the AIDS Education Office.

Student Services

Utilize a trust counselor for a presentation. Bring in speakers who work in drug rehabilitation. Review safety aspects, describing, for example, what can happen when an employee works under the influence.

The Costs of Drugs in the Workplace

☐ Frequent absences from work

☐ On-the-job accidents

☐ Safety hazards for customers and others

☐ Medical costs

☐ Poor job performance

Student Activity ✍ **Drug-free Workplace**

Name: ______________________________

Date: ______________________________ Period: ______________

Directions: As your teacher provides the information, answer the questions below.

1. List five costs of drug use in the workplace. For each of the five costs, describe how it impacts the food-service industry.

    a.

    b.

    c.

    d.

    e.

2. Describe the Drug-free Workplace Act.

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Lesson V-6: Good Work Habits of the Food-Service Worker

Objective and Introduction

Student Learning Objective

Identify acceptable work habits for the food-service worker.

SPS (July 1994)

E 02.04 Describe job tasks and responsibilities related to specific food and nutrition careers.

O 01.04 Identify employability skills related to acquiring and maintaining employment.

Introduction

In the food-service industry, developing and practicing acceptable work habits is critical to the health and safety of the public. Good work habits also enable the employer to show a profit and the employee to keep his/her job. Students must first be able to identify such habits before they can develop them.

In this lesson, students will complete worksheets and have discussions designed to introduce them to good work habits in food-and-nutrition occupations.

Teacher Activity

Preparation

1. Review the lesson.
2. Prepare the transparencies:
   - ☐ Transparency Master 1 (TM1), "Good Work Habits in the Food-Service Industry"
   - ☐ Transparency Master 2 (TM2), "Teamwork Chain Reaction"
3. Duplicate the Student Handout (SH), "Work Habits of the Successful Food-Service Worker."
4. Duplicate the following:
   - ☐ Student Activity 1 (SA1), "Word Search--Acceptable Work Habits"
   - ☐ Student Activity 2 (SA2), "Questions about Good Work Habits"
5. Duplicate the Student Progress Check (SPC), "Identifying Acceptable Work Habits."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss acceptable work habits in the food-service industry.	
☐ Ask students to describe some work habits they think would be necessary for working in the food-service industry.	
☐ Discuss their responses.	
☐ Go over the information on TM1. For each habit listed, give an example of why it is important to any job in the food-service industry.	TM1: Good Work Habits in the Food-Service Industry
☐ Have students complete SA1.	SA1: Word Search--Acceptable Work Habits
☐ Provide feedback.	Feedback to SA
3. Discuss the necessity of teamwork.	

Presentation	Resources
☐ Have the students take turns reading the SH aloud in class.	SH: Work Habits of the Successful Food-Service Worker
☐ Show TM2 and explain the chain of events diagramed on the transparency.	TM2: Teamwork Chain Reaction
☐ Have students complete SA2. (They may use their SH to do so.)	SA2: Questions about Good Work Habits
☐ Discuss their answers and provide feedback.	
4. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Identifying Acceptable Work Habits
2. Provide feedback.	
Note: The correct answers are: 1, 3, 4, 7, 8, 9, and 10.	

In Other Programs:

Language Arts

Have students work in groups. Assign each group a successful sports team and have the group write a report on what makes its team successful. Or, have students write a chain poem by having each student complete the sentence "Teamwork is like...."

Student Services

Review with students the importance of good work habits, emphasizing punctuality. Introduce students to work-evaluation scales.

Good Work Habits in the Food-Service Industry

Cleanliness - keeping yourself and your work area clean

Punctuality - getting to work on time

Teamwork - working cooperatively with co-workers to provide good customer service

Courtesy - behaving with consideration to co-workers and customers

Attention to detail - taking care to ensure the cleanliness and quality of food production and service

Friendliness - enjoying the people and your work

Student Activity 1 **Word Search--Acceptable Work Habits**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: In the following block of letters, locate and circle the words and phrases that describe acceptable work habits in the food-service industry. Look for the words listed below. Words in the block appear horizontally, vertically, diagonally, backwards, and forward.

S S R Y H R W E P O K I U J Y G T R D F

G P U N C T U A L I T Y U J Y T F T R R

H G F E S S Y T H G R D E W S A Q K J I

A T T E N T I O N T O D E T A I L I J E

J E T F E D S U J M N G F V C E D S A N

L A Y G T R D R Y G T R E W S D F G H D

G M W E R F T T X W S S E N I L D N E L

A W H G K F J U R I T O M B N V G F D I

C O U R T E S Y H F G T D B V C D H F N

U R J F H G D Y S R W E F G D H F O K E

L K Y G T R E F D C L E A N L I N E S S

Q U A L I T Y O F S E R V I C E I J Y S

Word List:

cleanliness

punctuality

teamwork

courtesy

attention to detail

quality of service

friendliness

Feedback to SA ⟺

```
S S R Y H R W E P O K I U J Y G T R D F
G P U N C T U A L I T Y U J Y T F T R R
H G F E S S Y T H G R D E W S A Q K J I
A T T E N T I O N T O D E T A I L I J E
J E T F E D S U J M N G F V C E D S A N
L A Y G T R D R Y G T R E W S D F G H D
G M W E R F T T X W S S E N I L D N E L
A W H G K F J U R I T O M B N V G F D I
C O U R T E S Y H F G T D B V C D H F N
U R J F H G D Y S R W E F G D H F O K E
L K Y G T R E F D C L E A N L I N E S S
Q U A L I T Y O F S E R V I C E I J Y S
```

TEAMWORK

Imagine that you are a basketball player. You are dribbling the ball down court. You are being guarded and have to throw the ball to a teammate. But all of the players on your team are huddled together, talking and ignoring you. Your team loses the game. Does this sound like teamwork? Of course not. The team members weren't working together and so the job did **not** get done.

The main goal in food service is to provide quality products and service. Without teamwork, the customer receives neither of these. Each employee must be able to rely on co-workers in order to do his/her own job properly. If an employee fails to do his/her job, the food-service business fails to do its job--providing service.

The qualities necessary to teamwork are:

1. Proper attitude--This is the most important quality. Your attitude has several different effects on teamwork. It affects your actions; it affects the attitudes of your co-workers; it affects the customers.

2. Promptness or punctuality--When you are late, your co-workers must do your job. If their shift is over, they may have to work extra time, even though they are tired and no longer very efficient.

3. Cooperation--You must be willing to help your co-workers or accept their help in order to get all the tasks done.

4. Loyalty--Show trust for your co-workers and supervisor, and they will feel that they can trust you. If you have complaints about a co-worker or supervisor, discuss it with that person. **Never** complain to a customer.

GETTING ALONG WITH CO-WORKERS

Food-service workers are always working with other people, such as their co-workers and supervisors. You will be better satisfied with your job and have a feeling of belonging if you know how to get along with others.

Student Handout - cont.

Rules for Getting Along with Co-Workers

Be willing to do your share of the work.

Don't blame others for your mistakes.

Be friendly and sincere.

Respect the knowledge of your co-workers. Learning on the job from others is often your best training in food service.

Be appreciative. Thank others for their help.

Be helpful. Look for other tasks to do when yours are completed.

Be cooperative.

Be thoughtful of others. Try to put yourself in their place and understand their needs.

Be flexible.

Be dependable.

Don't expect more of others than they can give or than you expect of yourself.

Ask for help or advice when it is needed.

Rules for Getting Along with Supervisors

Be concerned about the services that are provided in the business. Show ambition and initiative.

Be willing to follow the rules of the business.

Be willing to carry out the tasks assigned to you.

Learn to accept criticism and use it to improve your performance.

Keep an open mind. Try new techniques or processes that will improve your work quality.

Be loyal to your employer.

Be truthful and honest.

Provide quality food and service to the customer.

To provide quality food and service, workers and supervisors must work together. As part of a team each worker depends on the work of others. Cooperation is the key to business success and job satisfaction.

Student Handout - cont.

RELATING TO CUSTOMERS

Have you ever thought of the food-service industry without customers? There would be no one to prepare food for, no one to serve. Jobs exist in the food-service industry because customers exist. When you work in the food-service industry, you are in constant contact, directly or indirectly, with the public. For example, the host or hostess and the server are directly involved with the customer. They help influence the sale of food through personal customer service. The cook and salad maker are indirectly involved with the customer. The way they prepare and present the food has an effect on whether the customer enjoys the meal and will return. Everyone in the food-service industry should know how to relate positively to the public.

Keep the phrase "the customer is always right" in mind at all times. If a business wants to satisfy customers and keep them coming back, the worker must always believe the customer is right. Customers who are pleased with service at a restaurant will return often and will tell their friends about it. This is what makes a business successful.

Rules for Working Well with Customers

Always be courteous, and wear a friendly smile.

Be polite and cheerful, but not overly friendly; don't interfere in customers' personal conversations with each other, don't tell them your life story, etc.

Keep a professional attitude at all times.

Present a positive self-image. Show confidence.

Never complain to a customer.

Use proper grammar and complete sentences.

Use effective communication skills.

Answer any questions the customer has. If you don't know the answer, find it.

Be well groomed, clean, and neat in appearance.

Never argue with a customer.

Treat all customers the same. Don't show favoritism in efficient service. (However, it is good to notice return customers.)

The way you treat customers can make the difference in whether a food-service business is successful or unsuccessful. It is your job to promote good relations between yourself and the public. Remember, the customer is always right.

Teamwork Chain Reaction

Busperson does not cooperate with waitress and bus tables.

↓

Dishes do not get back to the dish room.

↓

Dishwasher has no dishes to wash.

↓

Service area has no clean dishes, so food stays in the preparation and cooking area.

↓

Customer does not get food because clean serving dishes are not available.

Student Activity 2 Questions about Good Work Habits

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Using the information in the student handout, answer the following questions.

1. Why is teamwork necessary in a food-service establishment?

2. Why must food-service workers get along with their co-workers?

3. What are four critical elements or qualities of teamwork?
   - a.
   - b.
   - c.
   - d.

4. What are five guidelines for getting along with co-workers and supervisors?
   - a.
   - b.
   - c.
   - d.
   - e.

Student Activity 2 - cont. ✍

5. The following situations describe a **lack** of teamwork. Write two or three sentences explaining what might happen and naming people who would be affected.

   a. The cook, who has already left for the day, did **not** set the frozen fish in the refrigerator to thaw for the next day.

   b. The person who is responsible for ordering supplies forgot to order detergent for the dishwashing machine.

6. A successful worker in the food-service industry knows how to get along with co-workers and supervisors. What would a good food-service worker do in the following situations? Circle the number of the correct answer.

   You have overcooked the broccoli for the dinner rush. You would:

   a. Blame it on your co-worker because she was talking to you.

   b. Admit that it was your fault and take responsibility for your mistake.

   c. Complain that the temperature gauge must be wrong.

7. The manager tells you that he has found a way to improve your job, a way that will cut down on time and save money. You would:

   a. Be willing to try his new way.

   b. Tell him you like the way you are doing your job now, and you don't want to change.

   c. Tell him to get someone else to try his new idea.

8. What are five guidelines for working with customers?

   a.

   b.

   c.

   d.

   e.

Student Activity 2 - cont.

9. Read the statements below and circle the letter of the answer that best describes the most effective way to work with customers.

   A customer complains that his steak is undercooked. You would:

   a. Blame it on the cook.

   b. Look at the steak, and tell him it looks okay to you.

   c. Offer to take it back and have it cooked longer.

10. A customer claims that she has been overcharged by you, her server, for her meal. You would:

    a. Tell her you are a genius with numbers and couldn't possibly be wrong.

    b. Ring it up on the cash register and charge the disputed amount anyway.

    c. Tell the customer that you will check the bill again and adjust it if there is a mistake.

11. You just had an argument with your boss. A customer is waiting for you to take his order. You would:

    a. Smile, act as though you aren't upset, and cheerfully take the customer's order.

    b. Complain to the customer about how upset you are and what a lousy boss you have.

    c. Quit your job.

12. A customer found a hair in her food and complains loudly to you about it. You would:

    a. Tell her not to worry and say that it must be her own hair anyway.

    b. Offer to replace it with fresh food.

    c. Blame the cook.

13. The lunch rush is over and you're ready for a break. The hostess sits a family at one of your tables. You would:

    a. Take a break anyway and the let the family wait until your break is over.

    b. Wait on the family and tell yourself that you will take a break later.

    c. Tell the family how tired you are and how much you would like a break.

Student Progress Check ☑ **Identifying Acceptable Work Habits**

Name: ______________________________

Date: ______________________________ Period: __________

Directions: Put a check mark (✓) on the line next to each word or phrase that describes acceptable work habits.

_____ **1.** Cleanliness

_____ **2.** Inflexibility

_____ **3.** Punctuality

_____ **4.** Teamwork

_____ **5.** Never be helpful

_____ **6.** Argumentative

_____ **7.** Cooperation

_____ **8.** Courtesy

_____ **9.** Never complain to a customer

_____ **10.** Attention to detail

Lesson V-7: Handling Customer, Supervisor, and Co-Worker Complaints

Objective and Introduction

Student Learning Objective

Identify appropriate responses to criticism from employer, supervisor, co-worker, and customer, when on the job.

SPS (July 1994)

E 02.04 Describe job tasks and responsibilities related to specific food and nutrition careers.

O 01.04 Identify employability skills related to acquiring and maintaining employment.

Introduction

Handling complaints and criticism in a positive way is essential to success for workers in the food-service industry. In fact, at times this skill can be important to being successful in life. By helping students to gain an understanding of appropriate responses to criticism, you can show them the advantage of developing such skills themselves. This will enable them to become more successful learners as well as workers in the food-service industry.

In this lesson, students will complete worksheets and have discussions designed to introduce them to constructive ways to accept criticism from co-workers, supervisors and employers, and customers.

Teacher Activity

Preparation

1. Review the lesson and the Teacher Reference (TR).
2. Prepare the following:
   - ☐ Transparency Master 1 (TM1), "Constructive Criticism"
   - ☐ Transparency Master 2 (TM2), "Guidelines for Responding to Criticism in a Positive Way"
3. Duplicate the Student Activity (SA), "What Would You Do?"
4. Duplicate the Student Progress Check (SPC), "Identifying How to Respond to Criticism."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss criticism.	
☐ Ask students how they usually react when criticized by parents, teachers, or friends.	TR: Constructive Criticism
☐ Discuss their responses.	
☐ Define the term *constructive criticism* and give examples. Show the transparency.	TM1: Constructive Criticism
☐ Role-play for constructive criticism, using the right and wrong ways to handle a "steak not done."	
3. Discuss appropriate responses to criticism.	
☐ Ask students for some ways to use criticism positively.	
☐ Go over the guidelines on the transparency. Give an example of each guideline.	TM2: Guidelines for Responding to Criticism in a Positive Way
☐ Discuss how the guidelines can be used to help students respond positively, even when criticism is not constructive. Emphasize the importance of responding positively to criticism when one deals with the public.	

Presentation	**Resources**
☐ Have students complete the SA.	✍ SA: What Would You Do?
☐ Provide feedback. Ask students to add examples of their own.	
Note: The correct answers are 1-b, 2-a, 3-b, 4-c, and 5-b.	
4. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Identifying How to Respond to Criticism
2. Provide feedback.	
Note: The correct answers are: 2, 4, 5, and 9.	

In Other Programs:

Language Arts

Have students role-play an employer-employee situation in which constructive criticism is given to the employee. Have the class critique the way the employee responded to the criticism. Role-play a customer/server situation and have classmates critique the server's response.

Student Services

Have group sessions related to developing a positive self-concept and accepting constructive criticism--how to use it and how to respond appropriately.

Teacher Reference 📖

Constructive Criticism

Criticism is often a source of discomfort and sometimes even pain. However, criticism doesn't have to be a completely negative experience. Criticism can be used to improve performance by helping to identify behavior that could use improvement and specific ways to improve it. Constructive criticism identifies specific behavior and, sometimes, includes suggestions for changing the behavior.

Guidelines for Responding to Criticism in a Positive Way

Listen calmly and with an open mind. Try to really hear what the other person is saying. Although your first reaction may be to feel defensive and explain why the criticism is not justified, resist the impulse to interrupt with your explanation. Instead, just listen and accept it as the other person's perception. You want to understand what his/her perception is of what is wrong with the situation, so that you can formulate a plan for doing whatever is needed to change the other person's perception. It's not necessarily important whether the person's perception is correct or not.

Ask questions to make sure you understand the complaint. Clarify exactly what the other person believes to be wrong. Ask questions and restate to the person what you heard him/her say. Ask whether your interpretation is what he/she meant? Try to restate the problem.

For example, "Sir, let me make sure I understand the problem. You said your steak is not as well-done as you ordered?"

Ask questions about what the other person perceives you should do to correct the problem. Clarify what the person thinks you can do to help solve the problem by asking questions about specifics.

"Sir, would you like me to take this steak back and have it cooked longer?"

Explain what you will do to remedy the situation, if appropriate. If you can solve the problem, assure the other person that you will take care of the situation, and state what action you will take. This should be done briefly, without lengthy explanation of any interim steps that you will have to take to reach the solution.

"Sir, I'll take care of this right away; I'll bring back a steak that is more to your liking."

There may be times when you can't directly solve the problem. In such a case, assure the other person that you will advise those people who can take action to solve the problem.

Take action to change the situation. Do whatever is necessary and reasonable to change the situation so that the other person no longer believes that a problem exists. Do so in such a way that the other person can see observable changes. For example, take the steak away and bring back a steak that is well done.

Of course, not all criticism is constructive. Sometimes criticism is unwarranted and unkind. There are times, however, especially when one deals with the public, that this type of criticism is given and must be dealt with gracefully. In the food-service industry, the customer is always right (even when they are wrong). It is necessary, therefore, to apply the same guidelines to responding to it.

Constructive Criticism

Well-intentioned comments made by a person who is judging the merits and faults of another.

The comments are meant to be helpful and often includes suggestions for the improvement of behavior.

They are not offered to offend or hurt the other person.

Guidelines for Responding to Criticism in a Positive Way

Listen calmly and with an open mind.

Ask questions to make sure you understand the complaint.

Ask questions about what the other person perceives you should do to correct the problem.

Explain what you will do to remedy the situation, if appropriate.

Take action to change the situation.

Student Activity

What Would You Do?

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Read the following situations and circle the letter of the answer that best describes what the employee should do to respond to criticism in an appropriate way.

1. You are a waiter in a family restaurant. One of your customers motions to you, and when you go to his table, states "This soup is cold." You would:
   - **a.** Tell him that the soup is always cold by the time it gets to the customer.
   - **b.** Ask him if he wants you to take it back and bring back hot soup. Then do so.
   - **c.** Taste his soup and tell him it tastes fine to you.

2. You are a fast-food service worker. A customer orders, you serve her, take her money, and make change. She comes back a few minutes later and says you gave her back less money than she was owed. You would:
   - **a.** Ask her what you gave her, tell her you will figure her check again, and check her ticket and your math, again.
   - **b.** Tell her that you have no way of knowing if you gave her the right change and that she'll have to talk to the manager.
   - **c.** Tell her to get back in line and you will talk to her about the problem when it's her turn again.

3. You are the host or hostess of a fine restaurant. As you are seating a group of customers, a man you have already seated and who has been served motions to you. When you approach his table, he angrily says, "This is awful." You would:
   - **a.** Tell him that he is being rude and walk away.
   - **b.** Ask him what, specifically, is wrong and what he would like you to do.
   - **c.** Ask him if he wants to see the manager.

Student Activity-cont.

4. You are a pizza maker and your supervisor tells you that you are not assembling the pizza in the correct way. You would:

   a. Ask him if he thinks he could do better.

   b. Tell him you can't do any better.

   c. Ask him what you could do to improve your pizza making.

5. Your co-worker, another busperson, tells you that you are not stacking the dirty dishes in the bus cart you share with him the way you are supposed to and it doesn't leave room for the dishes on the tables he buses. You would:

   a. Tell him to stuff the bus cart.

   b. Tell him to show you how to do it correctly.

   c. Ignore him.

Student Progress Check ☑ **Identifying How to Respond to Criticism**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Put a check mark (✓) on the line next to each response that follows the guidelines given for responding to criticism.

____ **1.** Don't listen calmly to the person who is criticising you. Argue with him/her to defend yourself.

____ **2.** Ask questions to make sure you understand the complaint.

____ **3.** Ask questions to divert the complainer's attention from the problem.

____ **4.** Take action to remedy the problem.

____ **5.** Ask questions about what the other person perceives you should do to fix the problem.

____ **6.** Be quiet and don't specifically explain what you will do to remedy the situation. Leave your options open.

____ **7.** Don't do anything to change the situation. Let somebody else take care of the problem.

____ **8.** If someone's criticism is not constructive, you should tell them they are being rude.

____ **9.** If the person complaining is a customer, he/she is right.

____ **10.** Write down the person's complaint and have them sign it.

Objective and Introduction

Student Learning Objective	Identify the types of food-service operations.
SPS (July 1994)	E 02.06 Identify job sources for food and nutrition careers.
Introduction	The number of different types of food-service establishments has increased dramatically in the last decade. They range from fast-food drive throughs to congregate-living-facility dining rooms to elegant restaurants. It is useful for students to be aware of the great variety of types of establishments to better identify for themselves which, if any, would be a potentially congenial place of employment on their career path. In this lesson, students will complete worksheets and have discussions to help them become aware of different types of food-service establishments and to identify job sources.

Teacher Activity

Preparation

1. Review the lesson.

2. Duplicate the student activities (SAs):

   ☐ SA1, "Types of Food-Service Businesses"
   ☐ SA2, "Who Supplies Your Food?"

3. Duplicate the Student Progress Check (SPC), "Identifying Types of Food-Service Businesses."

Presentation	Resources
1. Introduce the topic and the student learning objective.	◙ Objective and Introduction
2. Discuss the different types of food-service businesses.	
☐ Have students complete SA1.	✍ SA1: Types of Food-Service Businesses
☐ Describe each type of food-service business listed on the activity sheet.	
☐ Give examples of local food-service businesses for each type, using a phone book or newspaper.	
☐ Ask students for examples and discuss.	
3. Discuss the frequency with which students and their families use the services of these businesses.	
☐ Have students complete SA2.	✍ SA2: Who Supplies Your Food?
☐ Ask students to share their answers for the different types of food sources used by their families.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Identifying Types of Food-Service Businesses
2. Provide feedback.	
Note: Students' answers should match the business types discussed in class.	

In Other Programs:

Language Arts

Have each student prepare a report on a type of food-service operation. Graphics from magazines or newspapers should be included to illustrate the type of food-service operation discussed.

Science

Arrange for a field trip to a hospital or health-care-facility cafeteria or a food-processing plant, etc.

Student Services

Arrange for guest speakers from various restaurants and food-supply companies.

Student Activity 15 Types of Food-Service Businesses

Name: ____________________________________

Date: ____________________________________ Period: ______________

Directions: For each type of food-service business, list at least two examples of local businesses. Use your own examples and those that are discussed in class.

1. Banquet Services

2. Candy Stores

3. Caterers

4. Convalescent Homes

5. Day-Care Centers

6. Ethnic Restaurants, such as Mexican, Italian, Chinese, etc.

7. Family Restaurants

8. Farmers' Market

9. Fast-Food Restaurants

10. Frozen-Food-Preparation Companies

Student Activity 1 - cont.

11. Gourmet Restaurants

12. Grocery Stores

13. Hospitals

14. Ice-Cream and Frozen-Yogurt Shops

15. Pizza Parlors

16. Hotel and Motel Restaurants

17. Resorts

18. Schools

19. Theaters

20. Vending Machines

Student Activity 2 Who Supplies Your Food?

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Think of the different places your family has eaten or where they have gone to buy food to take home. Use the following chart to show the number of times you have had food from each of the sources listed. Record a number for every day last week.

Type	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**
Frozen foods served at home							
Ethnic restaurants							
Fast-food restaurants							
Family restaurants							
Gourmet restaurants							
Fresh food from the grocery store or farmers' market, prepared at home							
School cafeteria							

Student Progress Check ☑ **Identifying Types of Food-Service Businesses**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Next to each number, write a type of food-service business and give an example of that type of business which can be found in your own town or city.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Lesson V-9: Restaurant Tasks and Procedures

Objective and Introduction

Student Learning Objective	Identify tasks that take place in the two main areas of a restaurant.
SPS (July 1994)	E 02.04 Describe job tasks and responsibilities related to specific food and nutrition careers.
Introduction	Many tasks take place in restaurants. Helping students to identify those tasks adds to their knowledge-base and better prepares them for making job choices in the future. Although the tasks and responsibilities are varied, students may recognize tasks for which they are well suited by having performed similar tasks, such as setting or clearing off the table in their homes. In this lesson, students will complete worksheets and have discussions designed to help them identify the tasks that are required of a restaurant.

Teacher Activity

Preparation

1. Review the lesson, the Teacher Reference (TR), and Chapter 18, "Being a Food Server" and "Being a Cashier," and Chapter 20, "Being an Executive Chef," from *Careers in Home Economics (CHE)* pp. 257-262 and 278-282.
2. Prepare the transparency from the Transparency Master (TM), "Areas of a Restaurant."
3. Duplicate the Student Activity (SA), "Tasks in a Restaurant."
4. Duplicate the Student Progress Check (SPC), "Identifying Tasks That Take Place in the Main Areas of a Restaurant."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss the two main areas of a restaurant. ☐ Define the two areas of a restaurant as described on the TM. ☐ Ask students what kinds of tasks would take place in each of these areas. ☐ Discuss their responses and write each correctly identified task on the transparency under its identified area.	TR: Tasks Performed in a Restaurant TM: Areas of a Restaurant
3. Discuss the tasks that occur in the two main areas of a restaurant. ☐ Have students read the textbook sections. Explain that these are examples of only two types of jobs to be found in a restaurant; however, many of the tasks that occur in the front and in the back of the restaurant are also described. ☐ Ask students for examples of the tasks they read about. Discuss their examples and the kinds of procedures needed to complete the tasks efficiently.	*CHE*, Chapters 18 and 20, pp. 257-292 and 278-282

Presentation	Resources
☐ Have students complete the Student Activity (SA) as the discussion continues.	✍ SA: Tasks in a Restaurant
☐ Add any tasks from the Teacher Reference that the students don't give.	🕮 TR: Tasks Performed in a Restaurant
4. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Identifying Tasks That Take Place in the Main Areas of a Restaurant
2. Provide feedback.	
Note: The correct answers are: 1-F, 2-B, 3-NA, 4-F, 5-B, 6-F, 7-B, 8-F, 9-NA, 10-B, 11-B, 12-B, 13-B, 14-NA, 15-F, 16-B, 17-B, 18-F, 19-F, and 20-F.	

In Other Programs:

Language Arts

Have students make a list of front-of-the-restaurant and back-of-the-restaurant jobs. Then have them rank the jobs according to importance.

Mathematics

Have students calculate the cost of a customer's check. Also, have them calculate the sales tax.

Student Services

Arrange for a field trip so that students can observe the actual operations in a restaurant. Identify areas of students' greatest interest and areas of their least interest, and do a study on each.

Tasks Performed in a Restaurant

Front of the Restaurant

The following tasks are performed in the front area of a restaurant:

- Setting up tables with place settings, condiments, etc.
- Greeting and seating customers
- Presenting the menu and explaining any selections that require clarification
- Taking orders from customers
- Getting orders to the kitchen
- Serving food and beverages
- Checking on customers throughout the meal and bringing courses on schedule
- Clearing the table during the meal
- Clearing the table after the meal
- Taking orders and reservations by phone
- Calculating checks for customers' charges
- Taking money, checks, or credit cards and returning exact change or required documentation, like credit card slips
- Monitoring and refilling containers for buffet-style service, such as salad bars
- Refilling condiment containers
- Cleaning floors, tables, and chairs
- Totaling the day's receipts

Back of the Restaurant

The following tasks usually occur in the back area of a restaurant:

- Preparing food before cooking: chopping vegetables, gathering ingredients, arranging cooking tools and equipment, etc.

- Storing food in refrigerators and pantries and removing it from storage

- Inventorying food and supplies

- Preparing salads

- Making sauces and soups

- Cooking entrees and other foods

- Baking and preparing desserts

- Arranging food on serving plates

- Washing dishes and cooking tools and equipment

- Storing dishes, cooking equipment, and other nonfood supplies

- Cleaning food-preparation surfaces, such as counters, cutting boards, etc.

Areas of a Restaurant

Front of the Restaurant:

The area in which customers are served

Back of the Restaurant:

The area in which food is stored and prepared and in which cooking and serving dishes and equipment are cleaned

Student Activity Tasks in a Restaurant

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Under each of the following headings, write tasks that usually occur in that area of a restaurant. List tasks that are discussed in class.

Front of the Restaurant

Back of the Restaurant

Student Progress Check ☑

Identifying Tasks That Take Place in the Main Areas of a Restaurant

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Put a "B" on the line next to each task that occurs in the back of a restaurant. Put an "F" on the line next to each task that occurs in the front of a restaurant. (Some tasks listed may not occur in either the front or the back of a restaurant; use "NA.")

____ **1.** Taking customers' orders

____ **2.** Preparing salads

____ **3.** Parking customers' cars

____ **4.** Refilling condiment containers

____ **5.** Storing and removing food from refrigerators and pantries

____ **6.** Calculating checks

____ **7.** Gathering cooking utensils and equipment

____ **8.** Greeting and seating guests

____ **9.** Growing vegetables

____ **10.** Making soups and sauces

____ **11.** Arranging food on serving plates

____ **12.** Washing dishes, cooking tools, and equipment

____ **13.** Cleaning floors, tables, and chairs

____ **14.** Butchering chickens

____ **15.** Presenting the menu and explaining any selections that require clarification

____ **16.** Baking and preparing desserts

____ **17.** Inventorying food and supplies

____ **18.** Totaling the day's receipts

____ **19.** Taking orders or reservations by phone

____ **20.** Serving food and beverages

Lesson V-10: Dressing and Grooming for the Food-Service Worker

Objective and Introduction

Student Learning Objective

Identify appropriate dress and grooming for the food-service worker.

SPS (July 1994)

E 02.04 Describe job tasks and responsibilities related to specific food and nutrition careers.

Introduction

Food-service workers have to be--and look--especially well groomed and appropriately dressed. Their grooming and cleanliness will either negatively or positively affect customers and their perception of the food-service business. Good grooming and appropriate attire is important for public-health reasons, such as to avoid the classic ''Waiter, there's a hair in my soup'' type of situation. Standards that food-service workers must meet, in fact, exist to keep the business in good standing with health officials. This information will advise students about how to prepare themselves for working with food, either at work or at home.

In this lesson, students will complete worksheets and have discussions to help them identify good grooming habits and appropriate attire for the food-service worker.

Teacher Activity

Preparation

1. Review the lesson.
2. Prepare the transparency from the Transparency Master (TM), "Grooming Guidelines for the Food-Service Worker."
3. Duplicate the Student Activity (SA), "Grooming Practices."
4. Duplicate the Student Handout (SH), "Food-Service Worker Grooming and Attire."
5. Duplicate the Student Progress Check (SPC), "Identifying Appropriate Grooming and Dress for the Food-Service Worker."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss appropriate grooming and dressing for the food-service worker.	
☐ Ask students for some general grooming and dressing guidelines that a food server might follow.	
☐ Discuss their responses.	
☐ Show the transparency and compare its guidelines with those given by students. Point out any information provided on the transparency that was not mentioned by the students.	TM: Grooming Guidelines for the Food-Service Worker
☐ Give examples and ask students for examples of each guideline.	
☐ Explain some of the guidelines that may not be self-explanatory. For example, food-service workers should wear only enclosed, durable shoes, not only for comfort when standing for a long time, but also for protection in case sharp objects, like knives, are dropped.	
3. Have students take turns reading the SH.	SH: Food-Service Worker Grooming and Attire

Presentation	Resources
4. Have students complete the student activity. Discuss their answers and provide feedback.	✍ SA: Grooming Practices
5. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Identifying Appropriate Grooming and Dress for the Food-Service Worker
2. Provide feedback.	
Note: The correct answers are: 1, 3, 4, 6, 10, 12, 17, 18, and 19.	

In Other Programs:

Language Arts

Have students write a short essay describing an occasion on which they were "turned off" by the improper hygiene of an employee in a restaurant.

Science

Have students discuss personal hygiene in their Human Growth and Development class.

Grooming Guidelines for the Food-Service Worker

The body should be clean and free of odor. Face and hands should be clean and nails trimmed. Food-service workers should wash their hands frequently.

If short, the hair should be clean and neatly styled. If long, it should be pulled back. If the worker's tasks include cooking or preparing food, his/her hair should also be netted or covered.

Shoes should be enclosed and sturdy. High heels or open-toed shoes are unsafe.

Clothes should be clean and meet the requirements of the business (in terms of a uniform or the style of clothes required).

Student Handout

Food-Service Worker Grooming and Attire

The clothing and jewelry you wear while on the job will tell people a lot about you. As a food-service worker, it is your responsibility to make an acceptable impression on others. Keep in mind that you represent the business you work for. Therefore, you should look your best and follow the dress code of the establishment.

Uniforms

Food-service and production workers often wear uniforms on the job. Although these uniforms are usually selected by the establishment, some workers are allowed to choose their own working attire. Whether you are required to wear a uniform or you choose your own working clothes, you should follow these rules:

1. Your clothes and uniform should be clean, neat, and well pressed.
2. Skirts or pants should **not** be too short or too long.
3. Clean socks or hose without runs should be worn.
4. Hooks, snaps, and buttons should be securely fastened.
5. All rips, seams, loose hems, or cuffs should be mended as needed.
6. Aprons and caps should always be clean and well pressed.
7. Shirts and blouses should **not** be too revealing.
8. Do **not** wear loose clothing that could get caught in equipment, such as baggy sleeves, shirttails hanging loose, or tassels.
9. Do **not** wear tightly binding or uncomfortable clothing.

Shoes

Most of your working hours are spent walking and standing. You should follow these rules when choosing your work shoes:

1. Shoes should be comfortable and large enough for the foot to expand to its natural size without rubbing against the inside of the shoe.
2. Shoes should have low, broad heels and be in good repair.

Student Handout - cont.

Shoes - continued

3. Nonslip soles and heels are a good investment and are safer for working in food-service establishments.

4. Shoes should be clean and shiny.

5. Shoelaces should be clean and replaced as needed.

Jewelry

Most food-service establishments do **not** allow employees to wear jewelry, other than wedding rings and watches, while working. Jewelry can fall into food being prepared, and rings are a perfect place for bacterial growth. Leave your jewelry at home to prevent losing it or having it stolen.

Personal Hygiene

Because food-service workers make an impression on both customers and co-workers, workers must follow personal hygiene practices and maintain high standards of personal cleanliness. Following are rules for acceptable personal hygiene practices:

1. Take a bath or shower each day. Always use soap and a clean wash cloth and towel. Bathing removes perspiration and helps prevent body odor.

2. Wear clean undergarments every day.

3. Use a deodorant or antiperspirant daily. These must be applied to clean skin to be effective.

4. Shampoo hair as frequently as needed. Hair collects odors, so it should be washed at least twice a week. If you have a problem with dandruff, use a dandruff-control shampoo. Brush your hair daily and arrange in an attractive, neat manner. Long hair should be held back by clips, bands, or combs. Stray hair should be held back with clips. (Hairnets or caps are often required by food-service establishments.) Clean your brushes and combs regularly.

5. Hands and nails should be kept clean. Clip fingernails short and file them in the shape of your fingertips. Push back cuticles to prevent hangnails. Fingernail polish is **not** allowed; it can chip into food as well as hide dirt under nails.

6. Brush your teeth at least twice a day. Always brush them before beginning work. It may be necessary to keep a toothbrush and toothpaste in your locker so that you may brush your teeth after eating.

Personal Hygiene - continued

7. Keep feet and toenails clean. Healthy feet are essential to a food-service worker who usually spends much of the time standing. If your feet tire easily, soak them in hot water at night and apply lotion afterward. If you have a problem with foot odor, use a foot powder or spray. Toenails should be clipped in the shape of the toe and filed.

8. Wash your face at least twice a day to remove dirt and oil. Improper eating habits and lack of rest can cause you to have a poor complexion. If you have skin blemishes or acne, consider using a product for skin problems. Drinking plenty of water will help you have a clearer complexion.

9. Avoid using strong perfumes and highly scented soaps or after-shaves. Sometimes strong scents annoy or aggravate the allergies of customers.

10. Males: Always be clean-shaven. Avoid beards and mustaches, as hair could fall into food.

11. Females: Avoid overdoing face makeup. Keep it simple and use as little as possible.

12. Chewing gum is **not** acceptable. You could accidentally drop it in food.

Hands

Hands are capable of transmitting germs and illness. Follow these special rules regarding your hands:

1. Wash hands with hot water and soap from a dispenser, then dry them with disposable towels. Wash your hands before work, after using the rest room, after handling dirty objects, after smoking, and after working with raw food or utensils.

2. Keep your hands away from your face, hair, and ears when handling food.

3. Cover coughs and sneezes with your hands, then wash your hands.

4. When injured--wash cuts, apply first aid, and bandage the cut. This applies to cuts or sores on fingers, hands, or arms.

5. Wash hands after bussing a table.

6. Do **not** use fingers or hands for tasting. Use a spoon, and **never** put it back in the food after you use it, without washing it.

Student Activity

Grooming Practices

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Read the following case studies. Under each case, list the desirable or undesirable grooming practices described.

1. Mike has an interview this afternoon with Mr. Easton, the manager of a local restaurant. Joe is applying for the position of cook--a position for which he is well-trained. He arrives for his interview wearing a pair of jeans that have patches and holes in the knees. His shoes have not been polished for some time (if ever). His hair is almost to his shoulders and he has begun to grow a beard. Joe has very bad body odor--he did not shower before his interview because he didn't have time. His fingernails are dirty and he has bad breath.

2. Heather has just been notified that she was hired as a hostess in a restaurant. She reports to work on her first day several minutes early. Heather chose her clothing carefully so she would make a good impression on her boss and her customers. Her hair is clean and neartly arranged. Her clothes are clean and pressed. She is wearing a minimum of makeup and perfume. Heather had a full 8 hours of sleep so that she would be at her best.

Student Progress Check ☑

Identifying Appropriate Grooming and Dress for the Food-Service Worker

Name: ____________________

Date: ____________________ Period: __________

Directions: Put a check mark (✓) next to each statement describing good grooming and attire for a food-service worker.

____ 1. Bathe or shower daily.

____ 2. Eat one balanced meal a day for enough energy to perform food-service work.

____ 3. Wash hands after visiting the rest room.

____ 4. Do **not** wear fingernail polish.

____ 5. Wear jewelry to match your uniform.

____ 6. Brush your teeth at least twice daily.

____ 7. When serving food, balance all your weight on one foot.

____ 8. Wear open-toed, comfortable shoes.

____ 9. Shampoo your hair at least twice monthly.

____ 10. Wear deodorant or antiperspirant daily.

____ 11. Use a handy towel or apron to cover your face when sneezing.

____ 12. Wear clean undergarments daily.

____ 13. Leave hair uncovered when preparing or serving food.

____ 14. Wear shoes with high heels.

____ 15. Hooks, snaps, and buttons should be securely fastened, **unless** it is unfashionable.

____ 16. Chew gum or smoke while on the job.

____ 17. Avoid strong perfumes or after-shaves.

____ 18. Do **not** wear tightly binding or uncomfortable clothing.

____ 19. Males should always be clean-shaven, without beards or mustaches.

____ 20. Females should always wear heavy facial makeup.

Objective and Introduction

Student Learning Objective

Identify the elements of a successfully organized food-service operation.

SPS (July 1994)

O 05.05 Demonstrate the selection, use, and care of equipment and supplies in the food lab.

E 02.04 Describe job tasks and responsibilities related to specific food and nutrition careers.

Introduction

The purpose of food services is to provide properly prepared food in a timely manner. The way a restaurant or kitchen is organized and the habits of the workers can determine whether the service is poor or good. Organizing the kitchen so that workers have easy access to equipment and supplies is important in creating an efficient workplace.

Good work habits, such as assembling supplies and equipment and using energy-and-time-saving methods, can make the food preparation quicker and less fatiguing for the workers. Good personal work habits, such as arriving on time and doing assigned job duties cooperatively with other team members, are also important in creating a positive and productive work environment.

In this lesson, students will learn some techniques for efficient organization and food production by following guidelines to evaluate a kitchen they visit and by discussing time-saving techniques.

Teacher Activity

Preparation

1. Review the lesson.
2. Duplicate the following for distribution:
   - ☐ Student Handout 1 (SA1), "Sample Kitchen Organization"
   - ☐ Student Handout 2 (SA2), "Guidelines for Efficient Food-Service Production"
3. Duplicate the Student Activity (SA), "Observing Food-Production Operation."
4. Duplicate the Student Progress Check (SPC), "Identifying Elements of Effective Organization."
5. Make arrangements to visit a large institutional kitchen or the school cafeteria on a day when food preparation will take place.

Presentation	Resources
1. Introduce the lesson.	Objective and Introduction
☐ Ask, "How can a large restaurant prepare so much food so quickly?" "Why does it take a long time to get your food in some restaurants, but not in others?" List students' reasons.	
2. Discuss the term *efficient* and explain that the efficiency of kitchen organization affects how quickly meals are served to the customer.	
3. Present a sample kitchen organization.	
☐ Using SH1 on developing an efficient food-production organization, explain the different workstations and their purpose.	SH1: Sample Kitchen Organization
☐ Ask how the kitchen arrangement can save steps.	flip chart or chalkboard
☐ Discuss how saving steps means saving time, energy, and money.	

Presentation		Resources
4.	Demonstrate the difference between inefficient and efficient worker behaviors.	
	☐ Ask students to observe your actions as you demonstrate inefficient habits in gathering supplies and equipment for making pizza or another food of interest. Ask some students to count your steps and others to time you. (Include numerous trips to the refrigerator and supply closet for items, and other violations of the guidelines presented in SH2.)	
	☐ Discuss the guidelines given on SH2.	SH2: Guidelines for Efficient Food-Service Production
	☐ Model, or ask students to model, an efficient worker performing the same task. Have students count steps and time for the efficient worker performance.	
	☐ Discuss the differences between the steps and times.	
5.	Review the importance of teamwork in food production and service. Recall information on the effects of a breakdown in teamwork as presented in the previous lesson.	
6.	Conduct a field trip to an institutional kitchen or visit the school cafeteria if appropriate.	
	☐ Prior to the visit, review each of the points listed on the SA sheet.	SA: Observing Food-Production Operations
	☐ Have students complete the SA at the time of the visit.	
	☐ Have students share their observations from the SA after the visit.	
7.	Summarize the lesson.	
Evaluation		
1.	Administer the SPC.	☑ SPC: Identifying Elements of Effective Organization
2.	Provide feedback.	

Presentation	Resources
Note: The correct answers to the SPC are as follows: Assemble your supplies on a tray or cart. Make one trip to the storeroom. Make one trip to the refrigerator. Organize your work so that adequate time can be given to each item. Keep the workstation clean and orderly. Cooperate with other workers. Pay attention to the task you are doing. Arrive on time for the job.	

In Other Programs:

Mathematics

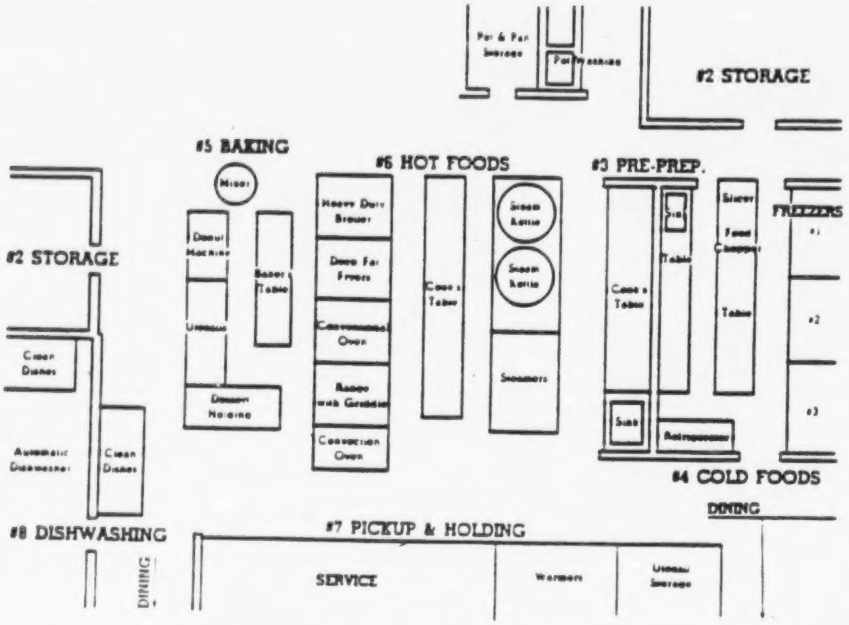
Take a field trip to, or ask students to visit, a fast-food restaurant, and have students estimate the time workers take to complete specific tasks. Then have students time the workers and compare their estimates with actual times for the same task.

Student Services

Counsel students on the importance of observing a schedule and explain how not observing it will affect business.

Student Handout 1

Sample Kitchen Organization


Pot & Pan Storage
Pot Washing
#2 STORAGE
#5 BAKING
Mixer
Donut Machine
Utensils
Baker's Table
Dessert Holding
#6 HOT FOODS
Heavy Duty Brewer
Deep Fat Fryers
Conventional Oven
Range with Griddle
Convection Oven
Cook's Table
Steam Kettle
Steam Kettle
Steamers
#3 PRE-PREP.
Cook's Table
Sink
Table
Slicer
Food Chopper
Table
Sink
Refrigerator
FREEZERS
#1
#2
#3
#4 COLD FOODS
#2 STORAGE
Clean Dishes
Automatic Dishwasher
Clean Dishes
#8 DISHWASHING
DINING
#7 PICKUP & HOLDING
SERVICE
Warmers
Utensil Storage
DINING

Student Handout 2 Guidelines for Efficient Food-Service Production

Assemble needed supplies:

☐ Assemble the necessary supplies on a tray or a cart.
☐ Make one trip to the storeroom for dry goods.
☐ Make one trip to the refrigerator for perishable foods.

Assemble the required tools and equipment:

☐ Collect all tools and small equipment.
☐ Coordinate the use of large equipment with others who use it.

Plan the work flow:

☐ Place items close to the hand that will be using them.
☐ Place items so that they will not have to be moved in order for you to get to other items required.
☐ Keep the workstation clean and orderly.

Follow good work habits:

☐ Be on time for your job.
☐ Don't waste time.
☐ Pay attention to the task you are doing.
☐ Work at a steady pace.
☐ Don't quit before your job is done.
☐ Ask your supervisor if you are unsure about what to do.

Prepare an effective time schedule:

☐ Plan the preparation of foods that require the longest preparation time first.
☐ Organize your work schedule so that adequate time can be given to each item.
☐ Plan for foods to be completed by the desired time--close to serving time.
☐ Avoid preparing food so far in advance that the quality will be lost.

Student Activity Observing Food-Production Operations

Name: ____________________________

Date: ____________________________ Period: __________

I. Directions: Observe the kitchen organization and workers' actions carefully for each of the methods of efficient organization. Check off each element of efficient food-production organization that you see.

a. Kitchen:

_____ Workstations are organized so that workers preparing food and cooking have space to do their jobs.

_____ Workstations have the necessary space for the tasks completed there.

_____ The floor and aisles are kept clean and clear.

b. Equipment:

_____ Tools and equipment are available so no time is wasted searching.

_____ The proper tools are used for the task.

c. Supplies:

_____ Supplies are arranged so that they are convenient to the worker.

_____ Step-saving methods are used for gathering supplies.

d. Teamwork:

_____ Workers cooperate with each other to complete tasks as members of a team.

_____ Workers cooperate in sharing equipment that is used by several people.

Student Activity - cont.

e. **Worker Efficiency:**

_____ Workers are on time for their job.

_____ Workers do not waste time stopping their work to visit and talk.

_____ Workers pay attention to the task they are doing.

_____ Workers do not take an excessive amount of time to complete their task.

_____ Workers keep a steady pace to complete their task.

_____ Workers do not quit before the job is done.

_____ Workers ask questions when they are unsure about what to do.

_____ Workers plan their work flow so time is not wasted.

II. Directions: Describe something that showed good organization, and describe one change you would make to improve the kitchen organization or workers' habits.

a. What seemed to be done very well in this kitchen:

b. My suggestion(s) for improvements in organization or worker habits:

Student Progress Check ☑ **Identifying Elements of Effective Organization**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Read the facts and then the story below. Using your student handout, "Guidelines for Efficient Food-Service Production," list **at least five** guidelines that Maria is **not** following well.

Facts:
Maria helps to prepare breakfast and lunch for workers in a large company.
Maria is due at work at 7:00.
Maria's supervisor is Mrs. Kelly.
Maria is in charge of preparing the oatmeal and biscuits for the breakfast meal.

Story:
Maria got to work at 7:15. She hurried to the supply closet to get the ingredients for the biscuits. She planned to do the biscuits first since the oatmeal took less time to prepare and she could make them while the biscuits cooked. She got the flour and carried it to the preparation station. Then she rushed back to the closet, got the baking powder, and put it beside the flour. She walked back to get the sugar and salt from the closet.

She took out her measuring cups and spoons and placed them close by. Then she went to the refrigerator to get the butter. She put the butter on the table. She checked her recipe and then went to the refrigerator to get the milk. She searched under the counter, but couldn't find the bowl she usually used for mixing, so she went over to Lou's prep area. She didn't see him so she took his bowl. He probably didn't need it for preparing the sausage anyway, she thought. She began mixing the dry ingredients. While she was watching Sam describe a play in his baseball game, the sugar fell out of her hands and onto the floor. She kicked some out of the way, thinking she would clean it up later.

"I need that oven turned to 350 degrees, right now," Maria shouted as Bill was making the scrambled eggs. Bill said he couldn't help at that moment. Maria said, "Just wait until lunch; don't ask me for any favors."

1.

2.

3.

4.

5.

Lesson V-12: Identifying Small Food-Production Equipment

Objective and Introduction

Student Learning Objective

Describe small food-production equipment, its use, and its care.

SPS (July 1994)

O 05.05 Demonstrate the selection, use, and care of equipment and supplies in the food lab.

Introduction

Using the correct equipment such as beaters or the proper utensils for a job can make the tasks of preparing food easier and the results more reliable. Using the right knife for a job can help you cut the food appropriately without cutting yourself. Using the correct measuring utensil can help you prepare your recipe with the correct proportion of ingredients, so that the food has the proper texture and taste. Knowing the proper term for an appliance or utensil is also helpful in following recipes and working effectively in a kitchen.

In this lesson, students will learn the names for small food-production utensils, as well as their use and care, through demonstrations and interactive practice activities.

Teacher Activity

Preparation

1. Review the lesson.
2. Duplicate the following:
    - ☐ Student Activity 1 (SA1), "Identifying Kitchen Equipment"
    - ☐ Student Activity 2 (SA2), "Questions about Using Equipment"
3. Duplicate the Student Progress Check (SPC), "Describing and Using Kitchen Equipment."
4. Have the following available:
    - ☐ enough eggs so that three students can obtain egg whites for beating
    - ☐ small equipment that students are required to identify
    - ☐ a timepiece with a second hand
5. To help with SA2, have *Creative Living (CL)* available for students to read pp. 411-415 and 418-421.

Presentation	Resources
1. Introduce the topic and the student learning objective.	▣ Objective and Introduction
2. Demonstrate the advantages of using the proper tools in terms of both time and effort saved. ☐ Have different students demonstrate different methods of beating egg whites. Give one student a fork, the second a wire whip, and the third an egg beater or electric mixer. ☐ Compare the amounts of time needed and ask students to explain the different results. ☐ Give other examples that illustrate the importance of using the proper tools for preparing other foods.	
3. Show students the small equipment.	

Presentation	Resources
☐ Write the main categories for small equipment on the board. Types of utensils include: measuring, mixing, basic preparation, baking, and stove-top cooking.	flip chart or chalkboard
☐ Show each cookware item and demonstrate its use. Point out the difference between an appliance and a utensil.	
☐ Explain the features of each and any special cleaning or safety requirements.	
☐ Have students label the items shown in SA1 and provide feedback.	SA1: Identifying Kitchen Equipment
☐ Have students take notes about their use during the presentation.	Feedback to SA1
Note: Include information about the differences among types of knives, between dry and wet measuring cups, and between pots and sauce pans.	
4. Conduct an equipment-identification practice activity.	
☐ Display all equipment on the counters.	
☐ Divide the class into two groups and explain the game, as follows: - Each student thinks of an item and pantomimes so that his/her team can guess the item. - Someone on the team must guess its name within 15 seconds. - If no one guesses within the time limit, the student tells what it is and how it is used. - No one can touch or point to the item or speak during the gesturing except to guess the item. - If a student guesses correctly, that student tells how the item is used and explains any special safety or care features. The student then moves the item to the designated part of the counter so that it will count for his/her team. The team with the most items wins.	
☐ Or, play a Jeopardy-type game in small groups or teams. You give the answers and have the students ask the questions.	

Presentation	Resources
5. Have students answer the questions on the SA2 sheet. Refer them to *Creative Living*, pp. 411-415 and 418-421 for help. ☐ Discuss answers and provide feedback.	✍ SA2: Questions about Using Equipment
6. Summarize the lesson. Ask students to recall the uses of different types of knives, measuring cups, and pots and sauce pans.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Describing and Using Kitchen Equipment
2. Provide feedback.	A Answers to SPC

In Other Programs:

Language Arts

Have students write a Haiku poem about a piece of equipment.

Have students choose a piece of equipment, personify it, and tell about its daily routine.

Science

Have students demonstrate equipment used in science labs: thermometer, tongs, and hot plate.

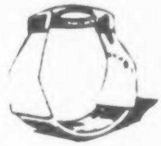
Student Activity 1 **Identifying Kitchen Equipment**

Name: ______________________________

Date: ______________________________ Period: ____________

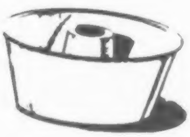
Directions: Write the name of each item on this list on the line above the picture as your teacher explains it.

1. ______________

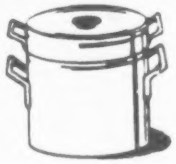


2. ______________

3. ______________

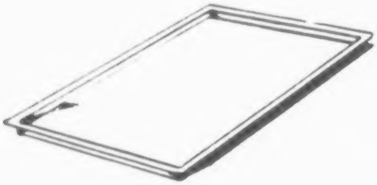


4. ______________

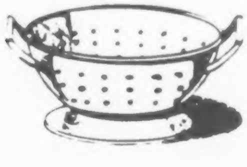


pastry blender
cake pans
cookie sheet
colander
double boiler
frying pan
metal spoon
mixing bowl

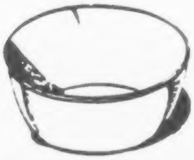
5. ______________



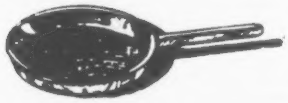
6. ______________



7. ______________

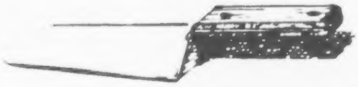


8. ______________

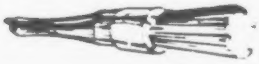


Student Activity 1 – cont.

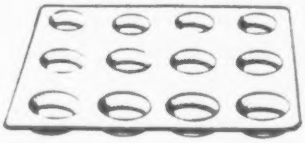
9. ____________________



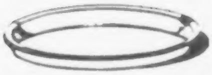
10. ____________________



11. ____________________

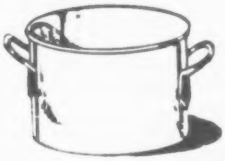


12. ____________________

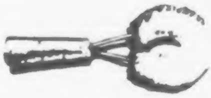


scraper
pastry brush
cake turner
pie pan
vegetable brush
muffin pan
pot
rolling pin
saucepan
ladle

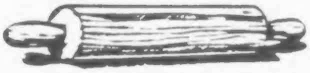
13. ____________________



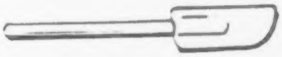
14. ____________________



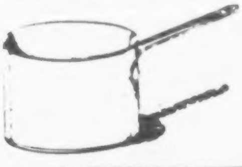
15. ____________________



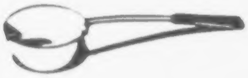
16. ____________________



17. ____________________

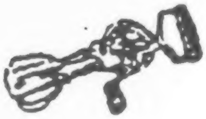


18. ____________________



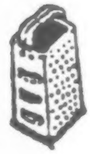
Student Activity 1 - cont.

19. ______________



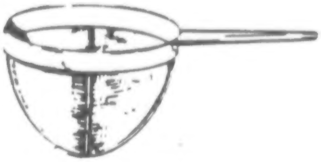
20. ______________

21. ______________



strainer
grater
spatula
eggbeater

22. ______________



Feedback to SA 1

1. pastry blender
2. metal spoon
3. cake pans
4. double boiler
5. cookie sheet
6. colander
7. mixing bowl
8. frying pan
9. cake turner
10. pastry brush
11. muffin pan
12. pie pan
13. pot
14. vegetable brush
15. rolling pin
16. scraper
17. saucepan
18. ladle
19. eggbeater
20. spatula
21. grater
22. strainer

Student Activity 2 Questions about Using Equipment

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write your answers to the questions below. Read Chapter 44, "Measuring Accurately," pp. 411-415, and Chapter 45, "Cutting Techniques," pp. 418-421, of *Creative Living* to help you.

1. What is the difference between an appliance and a utensil?

2. Describe the safety precautions you should follow when cleaning an electric mixer.

3. Why should you use liquid measuring cups for liquids rather than dry measuring cups?

4. Why should you use standard measuring equipment instead of coffee cups and silverware?

5. Why would you use a paring knife rather than a peeler to remove the skin of a peach?

Student Progress Check ☑ Describing and Using Kitchen Equipment

Name: ______________________________

Date: ______________________________ Period: __________

Part I. Name of Item

Directions: Read each description and then write the name of the item described.

1. I am usually made of plastic or metal. I am used to drain the water from noodles. ____________
2. You should use me when you want exactly 1/2 cup of milk or water for a recipe. ____________
3. I can get the cake batter out of a bowl so thoroughly that the bowl looks almost clean. ____________
4. I am good for taking off the outside skin of a cucumber or apple. ____________
5. My main use is to combine dry ingredients with air. ____________
6. I am best for making egg whites fluffy quickly. ____________
7. I am good for flipping pancakes to the other side. ____________
8. I am most effective for moving hot soup from a pot to a bowl. ____________
9. I should be used for measuring 1/3 cup of sugar. ____________
10. Use me if you need 1 tablespoon of flour. ____________

Part II. Kitchen Equipment

Directions: Help Tina. Read the following story and find five examples of how Tina used the wrong equipment or used it incorrectly. Underline the item used incorrectly and write its name in the column labeled Wrong Equipment. Then write the correct answer in the Correct Equipment column.

Mary used a paring knife to slice the loaf of Italian bread for dinner. She put the pasta noodles into a grater to drain off the water. She used a pastry blender to mix the eggs and water together for the cake. Then she got a strainer and dipped it into the pot of spaghetti sauce when she wanted to put the sauce in a serving bowl for the guests. When the cake was done, she put it on a spatula to cool.

Wrong Equipment	Correct Equipment
11. ____________	16. ____________
12. ____________	17. ____________
13. ____________	18. ____________
14. ____________	19. ____________
15. ____________	20. ____________

Answers to Student Progress Check A

Part I. Name of Item

1. colander
2. liquid measuring cup
3. scraper
4. peeler
5. sifter
6. beater
7. turner
8. ladle
9. dry measuring cup
10. measuring spoons

Part II. Kitchen Equipment

Wrong Equipment

11. paring knife
12. grater
13. pastry blender
14. strainer
15. spatula

Correct Equipment

16. bread knife
17. colander
18. wire whisk or eggbeater
19. ladle or metal spoon
20. wire rack

Objective and Introduction

Student Learning Objective

Identify and describe the basic operation of large commercial equipment.

SPS (July 1994)

O 05.05 Demonstrate the selection, use, and care of equipment and supplies in the food lab.

Introduction

Knowing about large pieces of commercial kitchen equipment, their purposes, and basic operation and about safety issues helps students learn how to work effectively and safely in the kitchen. This equipment is basic to most commercial food services. Different pieces of cooking equipment are required for the preparation of different types of food. Workers must take care to follow the specific guidelines for the safe use and care of each piece of equipment before operating it. Most of this equipment can be dangerous if precautions are not followed. Students who want to learn how to use the equipment will require actual practice with each specific piece of it.

In this lesson, students will learn to identify and describe the major features and uses of large pieces of commercial kitchen equipment through peer teaching, class discussion, and observation of equipment in use.

Teacher Activity

Preparation

1. Review the lesson.

2. Prepare transparencies:

   ☐ Transparency Master 1 (TM1), "Large Kitchen Equipment: Fryer, Steamer, Broiler"
   ☐ Transparency Master 2 (TM2), "Large Kitchen Equipment: Range, Microwave Oven, Conventional Oven, Slicer"

3. Duplicate the Student Handout (SH), "Study Guide for Large Equipment."

4. Duplicate the Student Activity (SA), "Key Points about the (name of equipment)."

5. Duplicate the Student Progress Check (SPC), "Checking My Knowledge about Large Equipment."

6. Arrange for students to visit to a kitchen that uses the large commercial equipment. If a field trip is not possible, consider visiting the school cafeteria or ask students to observe some of the equipment being used at identified local grocery stores and fast-food restaurants where it is in view of the public.

Presentation	**Resources**
1. Introduce the topic and the student learning objective. ☐ Simulate a situation in which the class has been asked to work in a resort kitchen for the summer. Students must learn about the large kitchen equipment and its operation quickly. (This theme may be continued in future lessons.) ☐ Explain that since time is limited, students have only a short time in which to learn the essential points about the equipment. Each group will learn the details about one piece of equipment well, then teach the others about it.	Objective and Introduction
2. Introduce each piece of equipment briefly, using TMs. ☐ Point out the purpose of each and typical foods that each is used to prepare. ☐ Ask students to identify local restaurants where they have seen the equipment used.	TM1: Large Kitchen Equipment: Fryer, Steamer, Broiler TM2: Large Kitchen Equipment: Range, Microwave Oven, Conventional Oven, Slicer

Presentation	Resources

3. Begin the group activity.

   ☐ Divide the class into six groups. Assign each group to learn about one piece of equipment well enough so, as a group, each can teach others in the class about its use, operation, and basic safety points. Everyone in the group must have a role.

   ☐ Explain that each group will study the information for its piece of equipment from the SH.

   SH: Study Guide for Large Equipment

   ☐ Have students complete the SA as they read the SH.

   SA: Key Points about the (name of equipment)

   ☐ Provide information and strategies that groups can use when teaching.

4. Have each group of students take turns teaching key points about its piece of equipment.

5. Prepare students for the field trip or visit to see the equipment in operation.

   ☐ Prior to the trip, have students prepare questions they still have about the equipment.

   ☐ After the field trip, discuss students' questions and answers.

6. Summarize the lesson.

   ☐ Ask students to recall the basic purpose, operation, and safety features of each piece of equipment.

Evaluation

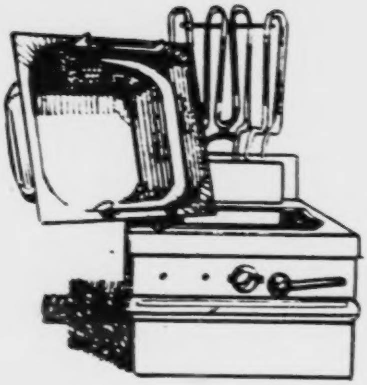
1. Have students complete the SPC.
2. Provide feedback.

☑ SPC: Checking My Knowledge about Large Equipment

In Other Programs:

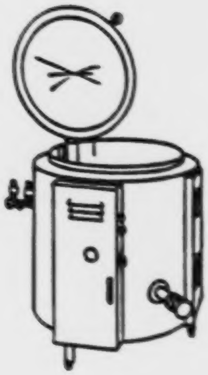
(Please add.)

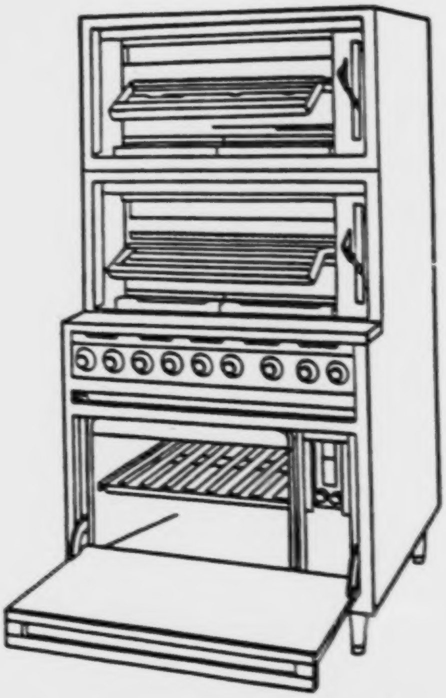
Large Kitchen Equipment



Fryer

Steamer

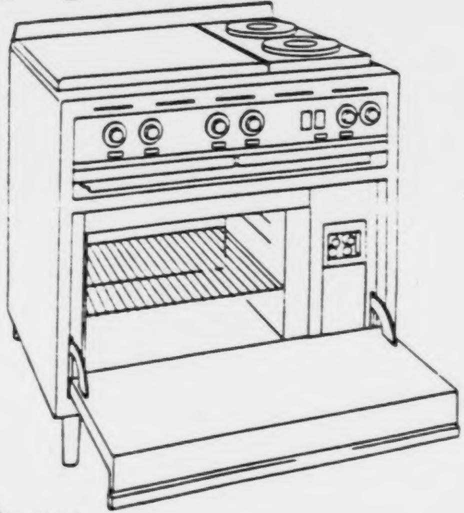




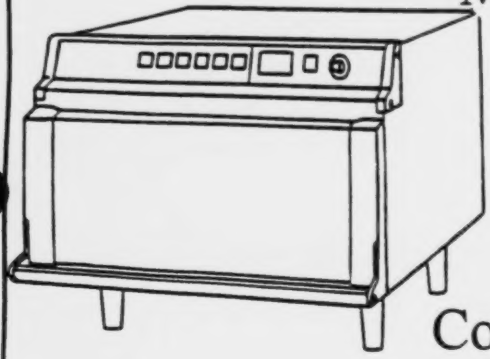
Broiler

Large Kitchen Equipment

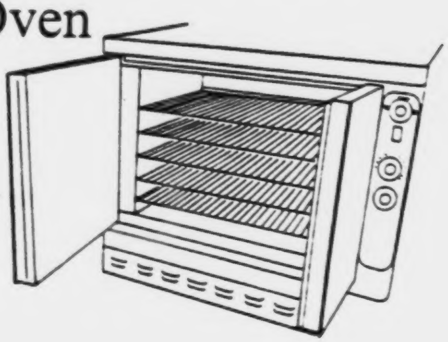
Range



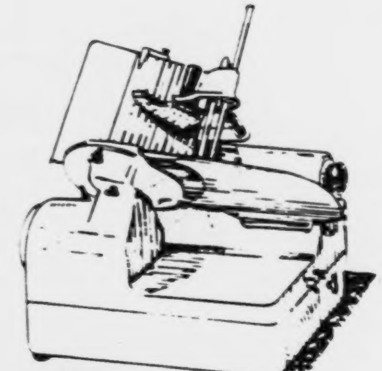
Microwave Oven



Conventional Oven



Slicer



FRYER

Purpose:
The fryer is used for cooking food in hot oil. Examples of food prepared in the fryer are french fries, fish, chicken, and seafood.

Description:
There are several types of fryers. Each has a container for the oil and metal mesh baskets to contain the food that is placed into the hot oil. Some have baskets that automatically come up out of the oil when the food is cooked. Other baskets must be lifted by hand. Some containers that hold the oil can be removed for cleaning; other oil containers are built-in as a part of the unit. Fryers have built-in thermostats that keep the oil at the preset temperature.

Tips for use:

1. Take care to maintain the quality of the oil being used. Several things may destroy the quality of the oil. They include prolonged heat, temperatures over 400 degrees, salt, and oxygen in the air. You can do the following to maintain the quality of the oil in the fryer:

   - Turn the fryer temperature down when the fryer is not in use.
   - Cover the oil when it's not being used.
   - Remove moisture from foods before frying; drain and pat dry.
   - Strain out food particles from the oil often.
   - Avoid salting food over the fat.
   - Filter the oil at least daily.

2. Do not fill the basket more than 2/3 full with food.

3. Lower the basket slowly into the oil.

4. Lift the basket carefully when food is cooked. Allow the oil to drain from the food.

Safety points:

1. Never heat the fat above 400 degrees F! Fat can explode into flames when it is overheated! Most food will be cooked between 325 and 375 degrees.

2. Do not put wet food into the basket. The hot oil will spatter and could burn you.

3. Make sure the heating elements are covered with at least one inch of fat before turning the fryer on.

STEAMER(STEAM COOKER)

Purpose:
The steam cooker is used for cooking food in the steam from hot water. Food can be cooked or reheated in the steamer.

Description:
There are several types of steamers. Some steamers use steam under pressure. They may use low pressure or high pressure. Other steamers are not pressured and use fans to circulate the steam. High-pressure steamers (sometimes called pressure cookers) are smaller and cook smaller quantities, but they cook or reheat food more quickly than steamers that are not under pressure. How does the steam get into the steamer? Large steamers may have a connection to a big boiler that creates the steam or the steamer may have a small boiler under it. The length of the cooking time depends on the type of steamer, the type and amount of food in the steamer, and the kinds of containers used.

Tips for use:

1. High-pressure steamers have doors that must be tightly sealed so the pressure can build up inside and not leak out.
2. On most steamers, a bell, buzzer, or light indicates when the steamer is ready for use or has completed a cycle of heating and is depressurizing.
3. It is important to time food placed in a steamer carefully. Since steam is so much hotter than boiling water, it cooks the food more quickly.

ALL STEAMERS

Tips for use:

1. Do not use the equipment unless you have been given specific instructions from a qualified person about how to use it.
2. Check cooking or heating times carefully to avoid overcooking.
3. Use dry pot holders to handle hot pans.
4. Open doors slightly to let built-up steam escape and stand away.
5. Carefully time the steaming.

PRESSURE STEAMERS

Tips for use:

1. If steam leaks around the door after pressure has built up, notify your supervisor.
2. Do not try to open the steamer door until the pressure inside has returned to zero.

Safety points:

1. Never use the equipment unless you have been instructed on how to use it and you are sure you know exactly what to do.
2. When opening steamer doors after steaming, open the door slightly to let hot steam rush out. Keep your distance so that you do not get burned.

BROILER OR GRILL

Purpose:
The broiler uses very high heat to cook food quickly. It is a dry-heat method of cooking since no steam or added liquid is used. Broilers usually cook one side of the food at a time. Steaks, chops, and seafood are often broiled.

Description:
There are several types of broilers. The two main types are the heavy-duty broiler and the charbroiler. With a heavy-duty broiler, food is placed on a sliding grill or a grid that rolls in and out of the broiler. A lever raises the food to bring it close to or away from the heat source.

The cooking temperature is regulated by adjusting the distance of the grill to the heat. Heat sources can be electric coils, gas flame, infrared heating elements, or charcoal. The heating temperatures get very hot, ranging from about 1,000 to 2,000 degrees F. This is more than five times as hot as boiling water!

A grease pan underneath the grill collects the grease and juices that flow from the food. This pan can be removed for easy cleaning. It is important to keep the pan clean to avoid having the grease burst into flames.

Tips for use:

1. Adjust the grid to the proper level for cooking the food. If it is too close, it can burn on the outside, but remain raw in the middle.
2. Prepare the grid surface with cooking oil so that meat will not stick.
3. Preheat the unit.
4. Distribute the food evenly on the grid.
5. Cook the food on one side for half the total cooking time.
6. Turn the food and cook it on the other side until done.
7. Check the grease pan to be sure that grease is not accumulating.

Safety Points:

1. Do not lean over the grill.
2. Keep loose clothing away from the grill.
3. Carefully remove grease that accumulates in the drip pan.
4. Turn the grill down or off when not in use.

MICROWAVE OVEN

Purpose:
The microwave oven quickly reheats or cooks small quantities of food. It is not effective for large amounts of food.

Description:
A microwave oven is easily set for the number of seconds or minutes required. The oven automatically shuts off when the time is up.

It cooks by producing radio waves that penetrate into the food and shake the molecules of water that are inside. This rubbing together, or friction of the water molecules, creates the heat to warm or cook the food. A product with no water in it will not heat up in the microwave.

Tips for use:

1. The amount of time required to heat food will vary according to its size and density.

2. Find out exactly how long each food item should be cooked. Take care not to overcook.

3. **Never** use metal pots or pans in the microwave or dishes with gold or silver trim. The metal causes the waves to bounce back to the special tube that creates the waves, and this can ruin the tube.

Safety points:

1. Use a dry pot holder to remove heated or cooked food.

2. Be very careful when opening a closed container such as popcorn. Keep your face and fingers protected. Steam can build up in a closed container as it heats. Steam will rush out of the first spot opened.

3. Never turn on an empty microwave. The radio waves have no food to penetrate so they bounce back to the special tube that creates the waves. This can ruin the microwave oven.

CONVENTIONAL OVEN

Purpose:
The conventional oven cooks food by exposing it to hot, dry air for a period of time. Beef, turkey, fried chicken, and roasts as well as casseroles, pies, cakes, and cookies are baked in the conventional oven.

Description:
The conventional oven is an enclosed metal container that is surrounded by insulation to keep the hot air in. It is similar to the oven in your stove at home. The air inside the conventional oven may be heated by electricity or gas. A light indicates the oven is heating. The oven may be a single unit or stacked up several high to save space. The shelf in a stacked oven is called the oven deck.

Tips for use:

1. Preheat the oven to the desired temperature. Preheating the oven is important because the electric coils or gas burn constantly until the oven reaches the set temperature; if food is in the oven while the electric coils or gas flame steadily burns to warm the air in a cold oven several hundred degrees to the desired temperature, it can get overcooked or burn on the bottom.

2. Place food evenly on the decks about two inches away from each other and from the sides of the oven. This spacing allows hot air to circulate around the food and cook more evenly.

3. Set a timer for the estimated cooking time.

Safety points:

1. For gas ovens, make sure the pilot light is on and the burners lit before closing the door. If they are not, open the oven door and immediately ask your supervisor for instructions. Allowing unburned gas to collect in the oven creates a serious danger of explosion.

2. Always use dry pot holders when putting your hands into an oven. Wet pot holders transmit the heat quickly and you could get burned.

3. Do not put your face by the door when you first open it. A blast of hot air or steam from built-up moisture can burn you.

4. Prepare a safe place to put hot items before removing them.

RANGE

Purpose:
The range is an all-purpose type of cooking equipment. It is designed for the surface cooking of food in pots and pans. Soups, sauces, meats, vegetables, and pancakes are examples of food that can be cooked in pots or pans on the range top. The range often contains a smooth metal cooking area called a griddle. The griddle is good for cooking a lot of one type of food or several foods that do not fit into a pan. Examples of food cooked on the griddle are eggs, bacon, sausage, hamburgers, toasted cheese sandwiches, and pancakes.

Description:
Although a range usually has a conventional oven for baking and roasting, the information on this handout covers the range top.

The range may be heated by gas or electricity. The range top may have electric coils or hot plates on which foods in pots and pans are placed. You control the heat by turning dials with different settings such as high, medium, low, and off.

Tips for use:

1. If a coil or hot plate is not being used, the dial should be turned off.

2. For efficient use of heat and for even cooking of food, use a pot that is the same size as or larger than the entire coil or hot plate. This saves electricity and helps keep the kitchen cooler.

3. Clean grease from trays under coils, if the range has coils. Grease can burst into flames when heated.

Safety points:

1. When removing lids from hot pots, use dry pot holders and lift the lids away from you so the hot steam will not burn you.

2. Do not leave pot handles sticking out over the edge of the range. Someone could knock over the pots and get burned.

SLICER

Purpose:
The slicer is used to cut foods into slices of equal thickness. A control knob is turned to make slices thicker or thinner. The slicer is often used for slicing meat and cheese.

Description:
The slicer is usually electric and has a very sharp blade that spins. Food is placed on a food holder and guided into the spinning blade. The user must be very careful to use the blade guard to protect his/her fingers.

Tip for use:

Do not attempt to use the slicer until you have received proper instructions. It can be very dangerous.

Safety point:

Electric slicing equipment should be used only by persons trained by qualified instructors.

Adapted from Commercial Foods and Culinary Arts Competency Based Series, *Proper Use and Care of Hot-Foods Equipment*, State of Florida. Used with permission.

Student Activity Key Points about the ______________________
(name of equipment)

Name: ________________________________

Date: ______________________________ Period: ____________

Directions: Write the important points about this equipment that you will teach to the other students. Then work with your group members to decide how you will teach about it and who will do each teaching task.

Purpose of equipment:

____

Important points about its use:

____

____

____

Important safety points:

____

____

____

Teaching Plan

Who will say what to the class:

1. ____

2. ____

3. ____

4. ____

5. ____

Student Progress Check ☑

Checking My Knowledge about Large Kitchen Equipment

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write the name of the large equipment described in each of the sentences below. Some of the listed terms may be used twice and others will not be used at all.

steamer
pressurized steamer
microwave oven
fryer

broiler or grill
range
conventional oven
slicer

1. I can make thin, even slices of ham or cheese quickly. _______________

2. Using intense heat, I may get to 1,500 degrees as I do my job. I cook one side of the food at a time. _______________

3. I cook by circulating steam around food that has been put in pans or baskets. I take more time to cook than my cousin. _______________

4. I use steam to do my cooking, but I take less time to cook than my cousin. _______________

5. I have a grid that holds food. Food cooked on me must usually be turned over. _______________

6. I cook food by heating it in hot oil. _______________

7. I bake and roast food. Hot air circulates in me to cook the food. _______________

8. I am best for reheating small quantities of food quickly, but metal pans cannot be used in me. _______________

9. I am very good for cooking many pancakes. _______________

Student Progress Check—cont. ☑

Directions: Answer the following questions about the safe use of the equipment.

10. Why is it important to check the amount of grease in the drip pan of a broiler or grill?

11. What will happen if wet food is put into hot oil?

12. What will happen if the steamer door is opened quickly after the food is cooked?

13. Why is it important to avoid turning an empty microwave oven on?

14. Why should you use dry pot holders when taking food from a conventional oven?

15. Why should you avoid using large equipment unless you have been trained specifically to use it?

Objective and Introduction

Student Learning Objective

Identify the workstations used in a food-service kitchen.

SPS (July 1994)

O 05.05 Demonstrate the selection, use, and care of equipment and supplies in the foods lab.

Introduction

Large food services and restaurants organize their food production and service by setting up workstations. These workstations help to make the food-production system efficient. Workers in each workstation have specific responsibilities for preparing and serving food. Supplies and equipment are arranged so that each worker can quickly and easily reach them. Smaller restaurants and fast-food services combine stations or have fewer or no workstations because they offer fewer services. The stations and pieces of equipment required often depend on the form the food is in when it arrives at the restaurant. For example, chicken may be delivered frozen and ready to cook so no prepreparation station would be necessary for preparing the chicken.

In this lesson, students will learn to identify and describe the functions of typical workstations in a food-service kitchen through large-group discussion and small-group practice activities.

Teacher Activity

Preparation

1. Review the lesson.

2. Duplicate the following:

   - ☐ Student Handout 1 (SH1), "Workstation Floor Plan"
   - ☐ Student Handout 2 (SH2), "Workstation Study Guide"

3. Duplicate the Student Activity (SA), "Identifying Food-Service Stations."

4. Duplicate the Student Progress Check (SPC), "Food-Service Station Check."

Presentation	Resources
1. Introduce the topic and the student learning objective. ☐ Discuss the need for workstations in a food-service operation as a way to organize food-production and service jobs. Emphasize the need for efficiency.	◙ Objective and Introduction
2. Present the sample workstation arrangement on SH1 and point out the equipment used in each station. ☐ Discuss how different food-station arrangements are used for different types of food service. Compare a hospital service with a pizza restaurant, for example. ☐ Discuss the purpose of the typical stations in a large food-service kitchen: prepreparation, cold foods (salad station), hot foods, baking, pickup and holding, and beverage. Explain how workstations function as part of a system. ☐ Review the purpose of each piece of large equipment used in the workstations.	▤ SH1: Workstation Floor Plan
3. Have students practice identifying stations for typical menus. Menus from local restaurants may be added for additional practice.	

Presentation	Resources
☐ Divide students into small groups and have students read SH2.	SH 2: Workstation Study Guide
☐ Have students complete the answers to the SA in their groups.	SA: Identifying Food-Service Stations
☐ Ask groups to present their answers and discuss.	
4. Provide feedback.	Feedback to SA
5. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Food-Service Station Check
2. Provide feedback.	

Note: The correct answers are as follows:

Part I

1. prepreparation
2. hot foods
3. baking
4. hot foods
5. cold foods
6. pickup and holding
7. prepreparation
8. hot foods
9. hot foods
10. cold foods

Part II

A beverage station and a hot-foods station are probably all that are required.

In Other Programs:

Language Arts

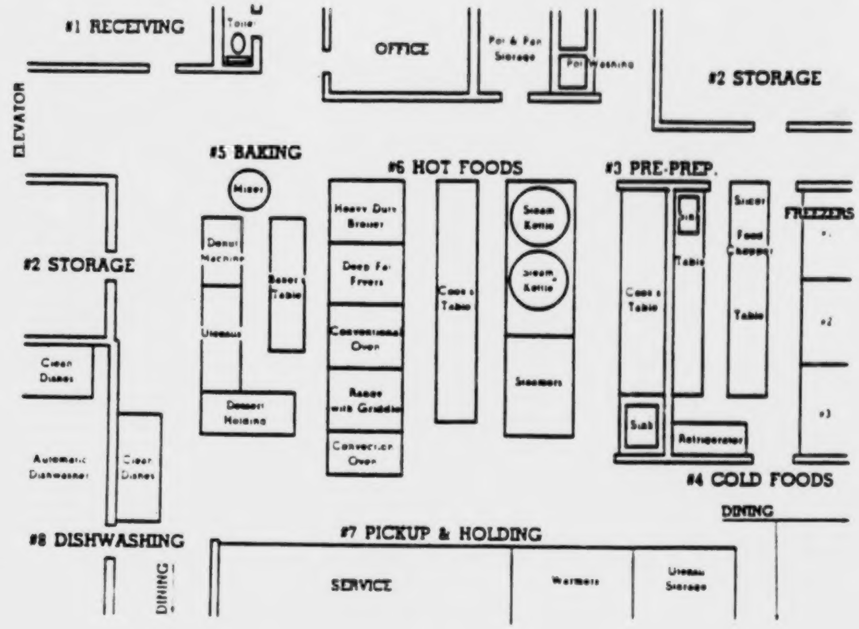
Have students create a skit in which they "become a station" in a kitchen. One student represents a food item. The other stations respond to this item. Students act this spontaneously.

Mathematics

Have students draw a floor plan of a kitchen to scale.

Student Handout 1

Workstation Floor Plan


#1 RECEIVING
Toilet
OFFICE
Pot & Pan Storage
Pot Washing
#2 STORAGE
ELEVATOR
#5 BAKING
Mixer
Donut Machine
Bakers Table
Utensils
Dessert Holding
#6 HOT FOODS
Heavy Duty Broiler
Deep Fat Fryers
Conventional Oven
Range with Griddle
Convection Oven
Cooks Table
Steam Kettle
Steam Kettle
Steamers
#3 PRE-PREP.
Cooks Table
Sink
Table
Slicer
Food Chopper
Table
Sink
Refrigerator
FREEZERS
#1
#2
#3
#4 COLD FOODS
#2 STORAGE
Clean Dishes
Automatic Dishwasher
Clean Dishes
#8 DISHWASHING
DINING
#7 PICKUP & HOLDING
SERVICE
Warmers
Utensil Storage
DINING

Large food services and restaurants organize their food production and service in workstations. Workers in each workstation have specific responsibilities in preparing and serving food. Large food service typically have stations for receiving, storing, prepreparation, cold foods (salad station), baking, hot foods, pickup and holding, and dishwashing. This organization helps to make food service efficient and safe as workers in an area are using the same equipment.

Smaller restaurants and fast-food services often combine stations or have fewer or no stations. The stations and equipment required often depend on the form the food is in when it arrives at the restaurant. Preprepared frozen shrimp may not require a prepreparation area for cleaning, whereas fresh shrimp does.

Prepreparation Area:

Foods are washed, cleaned, and cut in this area. After being cleaned and cut, they are moved into a food-preparation area or into a refrigerator. Fresh fruits, vegetables, meat, poultry, and seafood are the only foods that go through this station.

Cold-Foods Area:

Foods that do not require cooking are prepared in the cold-foods area. Examples of food prepared here are salads, some desserts, and cold sandwiches.

Baking Area:

Large food services have a separate area where all the baking is done. Examples of foods prepared here are bread, rolls, biscuits, and baked desserts such as cakes, pies, and pastries.

Hot-Foods Area:

Baking, broiling, boiling, steaming, frying, and microwave cooking are done in this area. This is probably the busiest station. Foods cooked in this area are soups; broiled, baked, or boiled fish, meats, and poultry; vegetables; and appetizers.

Pickup and Holding Area:

In this area food is kept hot or cold until the waiter or waitress picks it up to serve to the customers. Hot foods are kept warm under heat lamps or on steam tables. Cold foods may be kept on ice.

Beverage Area:

Drinks are prepared or available in this area. Coffee, tea, juices, milk shakes, and water are in the beverage area.

Student Activity Identifying Food-Service Stations

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Decide which food stations are used when the following foods are prepared. For each food, write the name of the appropriate stations.

	Food	**Station**
1.	fresh fruit cup	
	pancakes	
	grilled ham slice	
	milk	
2.	hamburger	
	french fries	
	coke	
	brownies	
3.	chicken soup	
	roast beef	
	green beans	
	rolls	
	coleslaw	
	ice cream	
4.	lasagna	
	tossed salad	
	garlic bread	
5.	You choose the menu.	

Feedback to SA

	Food	Station
1.	fresh fruit cup	prepreparation and cold food
	pancakes	hot foods
	grilled ham slice	prepreparation and hot food
	milk	beverage
2.	hamburger	prepreparation (if patties formed in kitchen) and hot foods
	french fries	hot foods
	coke	beverage
	brownies	baking
3.	chicken soup	prepreparation and hot foods
	roast beef	prepreparation and hot foods
	green beans	prepreparation (if beans are fresh) and hot foods
	rolls	baking
	coleslaw	prepreparation and cold foods
	ice cream	cold foods
4.	lasagna	prepreparation (if cheese is sliced) and hot foods
	tossed salad	prepreparation and cold foods
	garlic bread	baking

5. You choose the menu.

Note: All foods would go to pickup and holding station after preparation is complete.

Student Progress Check ☑ Food-Service Station Check

Name: ____________________

Date: ____________________ Period: __________

Part I. Directions: Identify the station described by each of the jobs below.

1. Maria slices meats and cheese for sandwiches. ____________________
2. Tom prepares french fries, fried shrimp, and fried fish. ____________________
3. Jan bakes cakes, pies, and cookies. ____________________
4. Fred prepares eggs for breakfast. ____________________
5. Matt prepares cold sandwiches. ____________________
6. Bob, a waiter, gets the prepared food from here to bring to the customers. ____________________
7. Tina cuts a roast into steaks. ____________________
8. Bill cooks soup. ____________________
9. Elise broils the fish. ____________________
10. Don prepares the ice cream dessert. ____________________

Part II. Directions: List the stations needed in a fast-food restaurant that serves only fried fish, french fries, coleslaw, and cold drinks. The fish arrives frozen and breaded, the fries come frozen, and the coleslaw arrives already prepared.

Lesson V-15: Safety Habits for Accident Prevention

Objective and Introduction

Student Learning Objective

Identify sources of danger and ways to prevent common kitchen accidents.

SPS (July 1994)

E 02.04 Describe job tasks and responsibilities related to specific food and nutrition careers.

Introduction

Accidents are caused either by unsafe conditions or by unsafe behaviors. Following safety rules in the kitchen can prevent many accidents, whether you are working in a food-service kitchen or at home. Good work habits and safe practices can help keep you, your co-workers, customers, and family from burns, cuts, electric shocks, and falls. Knowing the sources of danger in the kitchen and ways to avoid or prevent them are very important for everyone.

In this lesson, students will learn about common dangers, safety precautions, and good work habits through watching a video on kitchen safety, and they will practice applying safety rules for case studies.

Teacher Activity

Preparation

1. Review the lesson, including *Creative Living (CL)*, pp. 393-395.
2. Duplicate the following:
   - ☐ Student Activity 1 (SA1), "Help Hap Hazard"
   - ☐ Student Activity 2 (SA2), "Case Studies in Kitchen Safety"
3. Duplicate the Student Progress Check (SPC), "Safety Check."
4. Preview the videotape "Safety, It's Up to You," (four-part video), National Restaurant Association.

Presentation	Resources
1. Introduce the topic and the student learning objective.	◙ Objective and Introduction
☐ Explain that many people each year are hospitalized as a result of poor work habits or poor safety conditions in the kitchen.	
☐ Ask the students to look at SA1 and identify all the conditions they find that could lead to kitchen accidents.	✎ SA1: Help Hap Hazard
☐ Give students feedback on their answers, but don't identify conditions they haven't noticed. Tell students to think about other dangerous conditions that are depicted in the picture. They'll have a chance at the end of class to share ideas.	
2. Have students read aloud "Safety in the Kitchen," pp. 393-395 in *CL*.	📖 *CL*, pp. 393-395
☐ Present these additional safety tips and discuss. Ask students to write them in their notebooks. - Use dry pot holders with hot items. - Walk, do not run, in the kitchen. - Avoid horseplay or daydreaming on the job. - Do not use equipment unless you are trained to use it.	

Presentation	Resources
- Keep long hair pinned up or pulled back. - Do not wear ties or loose clothing around food equipment. - Wear work shoes with low heels and closed toes. - Do not leave knives on the worktable or in the sink.	
☐ Ask students to come up with additional safety tips.	
3. Show the videotape.	Videotape: Safety, It's Up to You
☐ Ask students to write in their notebooks any additional rules they learn from the videotape.	
☐ Discuss additional safety points presented in the video and write them on the chalkboard so everyone can see.	flip chart or chalkboard
4. Have students complete SA2. They can use the safety rules in *CL* as well as the ones they listed in their notes.	✎ SA2: Case Studies in Kitchen Safety
☐ Divide students into small groups. Have students choose a group recorder to write the group decisions.	
☐ Have students discuss each case study, then identify the safety rules that were not applied.	
☐ Provide feedback.	⬌ Feedback to SA2
5. Summarize the lesson.	
☐ Refer students to SA1 again. Ask for additional observations of poor safety conditions or habits illustrated in the picture.	✎ SA1: Help Hap Hazard
Evaluation	
1. Have students complete the SPC.	☑ SPC: Safety Check
2. Provide feedback.	

Presentation **Resources**

Note: The correct answers to the SPC are as follows:

1. Turn pot handles away from the stove.
2. Clean up all spills immediately.
3. Wear closed-toed shoes in food-service work.
4. Leave equipment turned off when you are not using it.
5. Unplug an electric cord by pulling on the plug.
6. Pick up all knives by the handle.
7. Remove pot covers by lifting them away from you.
8. Pick up hot pots and pans with dry pot holders.
9. Wear low-heeled shoes on the job.
10. Do not put knives in a pan of dishwater to soak.
11. a. Yes. It costs him in days missed from work, pain, and risk of serious health problems.

    b. It costs him time missed from work, doctors' bills, and medicine.

    c. It may give him a bad reputation and he may lose his job or not receive a recommendation for another. He may also injure himself and have future health problems.

In Other Programs:

Language Arts

Have students read OSHA rules and become the "inspectors." They can inspect the cafeteria and write up reports.

Science

Have students apply hazard-control methods to the science lab.

Student Services

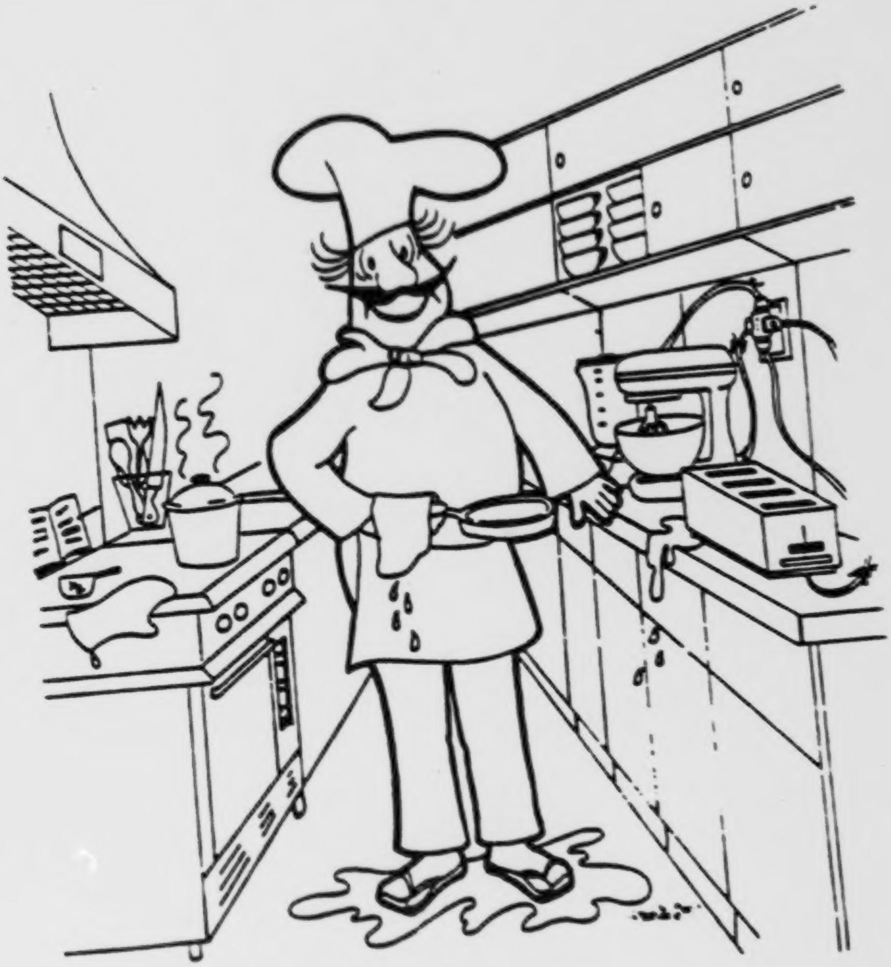
Have a member of the fire department visit the class as a guest speaker.

Student Activity 1

Help Hap Hazard

Name: ______________________ Period: ____________

Date: ______________________



Student Activity 2 Case Studies in Kitchen Safety

Name: ________________________________

Date: ________________________________ Period: ______________

Directions: Read the following case studies and answer the questions. Then write about a situation of your own invention in which at least two safety rules are broken. Exchange papers when your teacher tells you to.

1. Mark has an emergency his first day on the job as a cook. He decides to use the meat grinder to make hamburger. John, the head cook, is not around; but the machine looks easy to use. He saw his mother use a grinder once. He decides to use it.

   "Help," Mark screams, "my tie is caught in the grinder."

   What two safety rules did Mark break?

2. Diane notices flames burning in the grease at the bottom of the electric oven when she opens it. "Fire," she yells. She knows she must act quickly. She throws a bowl of hot water into the oven to smother the flames. The hot water splatters over her sandals.

   What three safety rules did Diane break?

3. Bill is working at the grill making steaks and hamburgers. He calls to his friend in the kitchen, "Hey, Brian, throw me a long one." Brian throws a towel at him and it lands on the grill. It starts to burn and smoke. The smell is awful. Bill pours some water on it and it stops burning.

   What safety rule did Bill break?

4. Nan was preparing the vegetables for the salad. Her back was bothering her. She dropped a few peelings on the floor, but she decided to clean them up later, after her break. When she finished, she put the peelers and knives in the dishwater to soak and went on break.

   What two safety rules did Nan break?

5. Create a story of your own.

Feedback to SA 2 ⟺

1. Do not use equipment unless you are trained to use it.
   Do not wear loose ties around equipment.

2. Wear closed-toe shoes.
   Do not use water on a grease fire.
   Keep equipment free of grease.

3. Avoid horseplay in the kitchen.

4. Clean all spills immediately.
   Do not leave knives on the worktable or in the sink.

5. Your story.

Student Progress Check ☑ Safety Check

Name: ______________________________

Date: ______________________________ Period: ____________

Part I. Directions: These statements have incorrect information. Rewrite the following statements to make them correct safety rules.

1. Turn pot handles toward the edge of the stove.

2. Clean up big spills immediately, but leave small spills until you have more time.

3. For your comfort, wear open-toed shoes in food-service work.

4. Leave equipment turned on so the next person can use it.

5. Unplug an electric cord by pulling on the cord.

6. Pick up dull knives by the blade.

7. Remove pot covers by lifting them toward you so you can peek in.

8. Pick up hot pots and pans with wet pot holders.

9. If you look good in high heels, wear them on the job.

10. After using a knife, put it in a pan of dishwater to soak.

Part II. Directions: Read the story about Al and answer the questions below.

11. In the last three weeks Al has had two accidents. Two weeks ago he was careless with a knife. He got just a small cut on his hand, but he had to leave work early to go to the emergency room. This week, he was hurrying through the kitchen, slipped on a wet spot, and fell. The minor back injury that resulted kept him in bed for two days.

How are Al's carelessness and poor safety habits costing him?

a. Does Al's lost time from work cost him? How?

b. Is there a money cost for Al?

c. What are some other ways that Al's accidents may "cost" him in the future?

Lesson V-16: Preventing Food Contamination

Objective and Introduction

Student Learning Objective

Identify ways in which food may become contaminated.

SPS (July 1994)

Not Applicable

Introduction

A knowledge of both the sources of food contamination and practices that will prevent food poisoning and the spread of bacteria is important at home as well as at work in the food-service industry. Understanding how temperature affects bacteria in food, for example, can help you understand how vital it is to use the best methods for storing and handling different types of foods. Your personal habits in the kitchen are also very important in preventing food contamination and illness.

In this lesson, students will learn to identify good sanitation practices in the handling, care, and storage of food and equipment to prevent food contamination and illness. They will learn through viewing a film, class discussion, and an activity that demonstrates good hygiene practices.

Teacher Activity

Preparation

1. Review the lesson.
2. Duplicate the Student Handout (SH), "Personal Hygiene Practices."
3. Duplicate the Student Progress Check (SPC), "Contamination Check."
4. Have available the text *Creative Living (CL)*.
5. Preview the film "Keeping Food Safe--The Danger Zone," USDA.

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
☐ Ask students whether they have heard of food poisoning. Briefly discuss their responses.	
☐ Define *food poisoning* and *contamination*.	
☐ Present two types of food poisoning: *salmonella* and *botulism*. Have them read about the prevention of salmonella and botulism.	*CL*, Prevent Food Poisoning, p. 395
☐ Point out that salmonella can be avoided by thoroughly cooking food.	
2. Discuss food contamination.	
☐ Present the main sources of food contamination: - improperly stored or cooked food - improperly cleaned or handled kitchen tools and equipment - poor personal habits of food-service workers	flip chart or chalkboard
☐ Ask how food contamination can happen. Write student responses under the appropriate sources of contamination.	
☐ Present concepts about bacteria. Explain what stimulates their growth and how bacteria are transferred from place to place and from person to person.	

Presentation	Resources
3. Explain how temperature affects bacteria and food.	
☐ Have students read aloud the "Danger Zone," *CL* p. 397.	*CL*, p. 397
☐ Show the film.	Film: Keeping Food Safe--The Danger Zone, USDA
☐ Review the key points made about food storage and the growth of bacteria.	
4. Go over the sanitation practices as listed on the SH.	▤ SH: Personal Hygiene Practices
5. Conduct a practice activity in which students demonstrate good or bad sanitation practices.	
☐ Divide students into small groups of three or four.	
☐ Assign some groups to demonstrate good practices and other groups to demonstrate poor practices. Have students prepare and act out a three-minute skit using kitchen equipment. Have other students critique their actions and identify each of the practices as good or poor.	
6. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Contamination Check
2. Provide feedback.	

Note: The correct answers to the SPC are:

1. ☐ Brenda should have told her supervisor that she had a sore throat.
   ☐ Brenda should have washed her hands before she started the patties.
   ☐ Brenda should have used a clean cutting board for the pickles. Bacteria from the raw meat will get on the pickles.
   ☐ Brenda should have put the patties in the refrigerator until they were ready to be cooked.
   ☐ Brenda should have washed her hands after sneezing.

Presentation		Resources
2.	☐ Tony should have tied her hair back or used a net.	
	☐ Tony should have handled the glasses by their base; she should not put her fingers inside or on the rim.	
	☐ Tony should carry the knives by their handles, not their blades.	
	☐ Tony should wash the fork again after it dropped to the floor.	
3.	☐ Dan should wash his hands after they touch his mouth before he continues to handle food.	
	☐ Dan should not use sausage that was in the refrigerator for as long as one week.	
	☐ Dan should not put a spoon that has been in his mouth into the food.	

In Other Programs:

Language Arts

Have each student find an article from the newspaper or periodical that documents the results of food contamination. Ask several students to share their findings with the class.

Science

Have students conduct an experiment with bacterial growth under different conditions.

Personal Hygiene Practices

1. Wash your hands frequently. Wash them in each of these situations:

   ☐ before you begin working with food or equipment in the kitchen
   ☐ after you have eaten anything because you may have touched your mouth
   ☐ after using a tissue or handkerchief
   ☐ after using the rest room
   ☐ after handling fresh produce (pesticide residue may be on the produce)
   ☐ after handling garbage cans or bags
   ☐ after cleaning spills or mopping the floor
   ☐ when they are soiled
   ☐ after touching your nose, eyes, mouth, or hair

2. Handle clean equipment so that it remains clean.

   ☐ Hold utensils by their handles.
   ☐ Hold glasses and cups at the base and do not touch the rim area.
   ☐ Hold flatware by their handles.
   ☐ Handle plates by the outside rim.
   ☐ If equipment is dropped on the floor, rewash it.

3. Avoid the following bad habits:

   ☐ wiping your mouth with your hands
   ☐ scratching your head
   ☐ biting your fingernails
   ☐ stirring and tasting food with your fingers
   ☐ using a spoon to taste a second time after you have used it once

4. **Report any skin problems, such as cuts, sores, and rashes, or any signs of illness, such as sore throat, fever, colds, coughs, to your supervisor.** You may be given duties away from food preparation.

Student Progress Check ☑ Contamination Check

Name: ______________________________

Date ______________________________ Period: ____________

Directions: Read the following events in these workers' day and explain what actions each should have taken to demonstrate good practices for preventing contamination.

1. Brenda came to work at the restaurant at 4:00. She had a sore throat and didn't feel very well, but she thought that the sore throat might go away so she didn't say anything to her supervisor. She hung up her coat, then took the ground beef out of the refrigerator and began to make the hamburger patties. She used a cutting board. She stacked the patties on the counter to wait until she was finished with everything else. She started to slice the pickles on the cutting board. She brushed off the bits of meat that were sticking to the cutting board so they wouldn't get on the pickles. She had to sneeze. She used a napkin to wipe her nose, and then she continued cutting the pickles.

   a.

   b.

   c.

   d.

   e.

Student Progress Check - cont. ☑

2. Tony forgot her ponytail holder. Her hair kept falling into her face, so she had to keep brushing it out of the way. She began to unload the dishwasher. She grabbed four glasses at a time by putting a finger on the inside of each and squeezing them together. She grabbed the knives out by the blades, but was careful not to touch the sharp edges. One of the forks dropped on the floor. She wiped it off on her skirt and put it in the drawer with the other clean flatware. She took out the garbage and began to put away the pots.

   a.

   b.

   c.

   d.

3. Dan was making the lasagna sauce. He took the tomatoes out of storage and cut them into pieces. He had a rough nail. He bit off the nail. Then he looked for the sausage. They had not delivered the sausage. What should he do? He found a package of sausage in the refrigerator, but the date on the package indicated it had been bought seven days before. That's not too old, he said to himself, and browned the sausage in a pan. He put in all the other ingredients and began to cook the sauce. He stuck a spoon in to taste it. He thought that it needed a little salt. He put the spoon on a clean plate and added some salt to the sauce. He used the same spoon to taste it again a few minutes later.

   a.

   b.

   c.

Objective and Introduction

Student Learning Objective	Describe regulations and guidelines for maintaining a safe and sanitary food-service facility.
SPS (July 1994)	O 02.04 Describe job tasks and responsibilities related to specific food and nutrition careers.
Introduction	There are rules and regulations specifying practices that must be followed so workers will have a safe environment in which to work, and customers will have a safe and sanitary place in which to enjoy food that is safe to eat. The Occupational Safety and Health Act (OSHA) issues rules that employers and employees must follow. The Florida Department of Health and Rehabilitative Services arranges for regular inspections of restaurants and hotels to ensure that proper food-service practices are being followed. In this lesson, students will talk with a guest speaker about the requirements for a food-services inspection, and they will act as inspectors for their school cafeteria with the use of a Food-Service Report Checklist.

Teacher Activity

Preparation

1. Review the lesson.
2. Duplicate the following.
   - ☐ Student Handout 1 (SH1), "OSHA Information"
   - ☐ Student Handout 2 (SH2), "Keeping a Safe Facility"
3. Duplicate the Student Progress Check (SPC), "Safety Rules Check."
4. Arrange for a speaker from the County Health Unit or the Department of Business Regulations to describe the regulations and to present the purpose of food-service inspections.
5. Arrange for students to visit the cafeteria for a student inspection. Obtain a copy of the Food-Service Inspection Report from the Department of Business and Professional Regulation, so that students can use the report for their inspection activity.

Presentation	Resources
1. Introduce the topic and the student learning objective.	◙ Objective and Introduction
2. Present the purposes of OSHA and discuss each of the regulations outlined on SH1.	▤ SH1: OSHA Information
3. Introduce the speaker who will explain the purpose of food-service inspections and answer questions about the food-service-inspection process. ☐ Have the students refer to the Food-Service Inspection Report as the speaker presents the information. ☐ Have students ask questions about the role of the inspector, the business owner, and the inspection process.	
4. Present storage-safety points as listed on SH 2.	▤ SH2: Keeping a Safe Facility
5. Have students conduct an inspection of the school cafeteria with the use of the Food-Service Inspection Report.	

Presentation	Resources
6. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Safety Rules Check
2. Provide feedback.	
Note: See SHs for possible correct answers.	

In Other Programs:

Language Arts

Have students examine their own kitchens at home and write a list of violations.

Student Services

Conduct a group discussion on the importance of sanitation with a representative from the Department of Health.

Student Handout 1 OSHA Information

1. OSHA - Occupational Safety and Health Act

2. Purposes of OSHA

   a. To ensure that everyone employed in a trade "affecting commerce" shall have a safe and healthy environment in which to work

   b. To create a standard for a safe and healthy work environment

3. Employer's responsibilities

   a. Ensures each employee a place of employment free from recognized hazards that are causing or are likely to cause death or physical harm.

   b. Complies with the occupational safety and health standards created by OSHA.

   c. Posts a notice of the OSHA.

   d. Posts a list of emergency phone numbers.

   e. Informs employees of the rules and regulations affecting them.

4. Employee's responsibility

   Follows the OSHA rules and regulations that apply to his/her actions and conduct.

5. Basic regulations regarding food-service establishments

   a. Each establishment is to have a safety training program.

   b. Each establishment is to have someone on the staff trained in first aid with first-aid supplies readily available.

      Note: The Red Cross training program is acceptable.

   c. Every structure or building must be provided with exits sufficient for the prompt escape of occupants in case of fire or other emergencies.

   d. All exits must have free access and be clearly marked.

e. Protective eye and face equipment is required where there is a probability of injury that could be prevented by the equipment.

Example: Protective wear for employees when using harsh cleaning chemicals such as those contained in some oven cleaners

f. A respirator is to be worn when the possibility of breathing potentially hazardous fumes exists.

g. Safety-toe footwear should be worn.

h. Floors should be kept clean and as dry as possible.

i. Mats should be used on the floor in areas where dishes/pots are washed.

j. Adequate toilet facilities are to be provided.

k. The location of fire extinguishers should be marked by the color red.

l. Portable fire extinguishers should be readily accessible and in good working order.

Keeping a Safe Facility

Safety is everyone's job. It is a responsibility that never ends.

1. Storing Supplies Safely

☐ Remove all nails and staples when opening boxes, cartons, or barrels.

☐ Be careful of splinters when opening wooden boxes.

☐ Dispose of all empty cases and boxes promptly.

☐ Use a strong, well-braced ladder when removing items from high shelves.

☐ Stack heavy items on lower shelves.

☐ Stack items on shelves, never directly on the floor.

☐ Store insecticides, cleaning materials, and other contaminants away from food stuffs.

☐ Never store items in front of fire-fighting equipment.

2. Safety with Cleaning Supplies

☐ Always read the directions for use on the labels.

☐ Store cleaning materials away from food items.

☐ Always wash hands thoroughly after using cleaning chemicals.

☐ Never use cleaning materials where they may come in contact with food.

Student Progress Check ☑ **Safety Rules Check**

Name ______________________________

Date ______________________________ Period ____________

Directions: Answer the following questions about safety rules.

I. Describe **two** OSHA safety regulations, and explain how they are important for employees in a food-service establishment.

1.

2.

II. Describe two good practices for storing or using cleaning materials in a food-service establishment. Explain why these actions are important.

1.

2.

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Objective and Introduction

Student Learning Objective

Identify first-aid procedures for burns, cuts, and choking.

SPS (July 1994)

E 02.04 Describe job tasks and responsibilities related to specific food and nutrition careers.

Introduction

Knowledge of first-aid procedures is important for everyone, but especially for food-service workers who work with the public and in hazardous situations everyday. There are particular, inherent dangers to food-service establishments. The preparation and consumption of food provides many opportunities for injuries or life-threatening accidents to occur. These include choking, burns, and cuts from knives or other equipment. Therefore, quick assessment of a first-aid situation and the ability to respond with the appropriate action could well save someone's life.

In this lesson, students will complete worksheets and have discussions to help them identify first-aid procedures for situations that commonly arise in food-service settings.

Teacher Activity

Preparation

1. Review the lesson.
2. Contact the local American Red Cross office and obtain for a student handout (SH1) or prepare a transparency from the brochure *The Heimlich Maneuver*.
3. Have available the textbook *Creative Living (CL)* so that students may read "First Aid," p. 207.
4. Duplicate the Student Activity (SA), "First Aid--What to Do."
5. Duplicate the Student Progress Check (SPC), "Identifying First-Aid Procedures."

Presentation	**Resources**
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss the types of situations requiring first aid that commonly occur in restaurants.	
☐ Ask students for examples. Discuss their examples. Their answers could include: customers may choke on food or get burned from hot food or dishes; servers may be burned while serving food; food-preparation workers such as meat slicers may be cut from knives or equipment.	
☐ Ask students what type of first aid they think might be required in each of the situations discussed.	
3. Discuss first-aid procedures.	
☐ Have students take turns reading "First Aid." Be sure to discuss *cuts, burns, choking,* and the *Heimlich maneuver*.	*CL*, First Aid, p. 207
☐ Go over the procedure on the handout "The Heimlich Maneuver."	SH: The Heimlich Maneuver
☐ Have students complete the SA.	SA: First Aid--What to Do
☐ Provide feedback.	Feedback to SA

Presentation	Resources
4. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Identifying First-Aid Procedures
2. Provide feedback.	
Note: The correct answers are: 1, 3, 5, 6, 8, and 9.	

In Other Programs:

Language Arts

Write an acronym poem about first aid. Use the letters F, I, R, S, T, A, I, and D to begin each line of the poem.

Science

Incorporate human anatomy with first aid--for example, point out the anatomy involved when using the Heimlich maneuver.

Health

Invite fire-department personnel or a Red Cross volunteer to come and demonstrate first-aid procedures to the class.

Student Services

Have a discussion about how to stay calm in a situation requiring first aid.

Student Activity

First Aid—What to Do

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: For each of the following situations, describe the type of first aid needed by listing the steps of the procedure.

1. In the kitchen of a restaurant, a worker cuts a gash in his finger when preparing food. What should be done?

2. While preparing soup, a cook burns herself. What should she do?

3. After serving a customer, you walk by a table and notice a man turning slightly blue in the face. His mouth is moving, but he is not making any sound. What is likely happening to the man and what should be done?

Feedback to SA

1. In the kitchen of a restaurant, a worker cuts a gash in his finger when preparing food. What should be done?

   a. Apply direct pressure to stop bleeding.

   b. Wash and apply antiseptic and a bandage.

   c. If the cut is very deep, get medical help.

2. While preparing soup, a cook burns herself. What should she do?

   a. Run cold water over the burn for about five minutes.

   b. Apply a clean, dry dressing.

   c. If the burn is very bad, get medical help.

3. After serving a customer, you walk by a table and notice a man turning slightly blue in the face. His mouth is moving, but he is not making any sound. What is likely happening to the man and what should be done?

   a. Ask the man if he is choking.

   b. If he indicates that he is choking, stand behind him.

   c. Wrap your arms around the victim's waist.

   d. Make a fist with one hand, and place the thumb side against the victim's stomach in the midline just above the navel and below the rib cage.

   e. Grasp your fist with your other hand.

   f. Press your fist into the victim's stomach with a quick upward thrust.

   g. Repeat the thrust if necessary.

Student Progress Check ☑

Identifying First-Aid Procedures

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Put a check mark (✓) on the line next to each statement about first-aid procedures.

____ **1.** Apply direct pressure to stop bleeding.

____ **2.** If a person seems to be choking, turn him/her upside down and shake the person.

____ **3.** Run cold water over a burn for about five minutes.

____ **4.** After running cold water over a burn, apply ointment.

____ **5.** Ask a person who appears to be unable to breathe, "Are you choking?"

____ **6.** When applying the Heimlich maneuver, stand behind the choking victim.

____ **7.** When applying the Heimlich maneuver, make a fist, and place the thumb side against the victim's stomach below the navel.

____ **8.** When applying the Heimlich maneuver, press your fist into the victim's stomach with a quick upward thrust.

____ **9.** If a person seems to be poisoned, call the nearest poison control center immediately.

____ **10.** For bruises, apply a hot washcloth to reduce the swelling.

Lesson V-19: Setting the Table

Objective and Introduction

Student Learning Objectives

Identify four major types of table service.

Demonstrate table settings for different purposes.

SPS (July 1994)

E 02.04 Describe job tasks and responsibilities related to specific food and nutrition careers.

Introduction

Food-service establishments use different methods of food service. Large first-class hotels, for example, may have the capacity to offer various types of service such as buffet, banquet, French, and American service. Fine restaurants may follow French service, in which the final preparation of the food is completed at the customer's table, or a combination of French and American service, in which only certain dishes are prepared or completed at the table. Most restaurants in the United States follow American service in which food is served on plates from trays. American service provides personal service that can be rapid and requires fewer personnel. Each of the different types of meal service has advantages and disadvantages for the employer and the customer.

In this lesson, students will learn common methods of serving food and how to set a table for different purposes through group discussion and a table-setting practice activity.

Teacher Activity

Preparation

1. Review the lesson.
2. Duplicate the following:
   - ☐ Student Handout 1 (SH1), "Place-Setting Vocabulary"
   - ☐ Student Handout 2 (SH2), "Types of Meal Service"
3. Duplicate the Student Activity (SA), "Place-Setting Checklist."
4. Duplicate the Student Progress Check (SPC), "Check My Setting."
5. Before students come to class, set a table in the classroom demonstrating the three main settings that are common in a restaurant: complete breakfast, complete lunch or complete dinner. Number the settings one, two, and three.
6. Have available several napkins for each student to practice folding and have tablecloths for the tables.

Presentation	Resources
1. Introduce the topic and the student learning objective.	● Objective and Introduction
☐ Write the names of the common table settings on the board and explain the purpose of each.	
☐ Ask students to look at the three different table settings and decide which one they think is which.	
☐ Give feedback.	
2. Present the names of flatware and dishes, and describe the correct placement of these items.	▤ SH1: Place-Setting Vocabulary
☐ Point out differences among settings including the size and number of forks and plates used.	
☐ Have students draw each of the settings for their notes.	

Presentation	Resources
3. Demonstrate several simple napkin-folding techniques as students follow the steps.	
4. Conduct a student-practice session.	
☐ Divide students into small groups.	
☐ Have each group decide the table setting it will present and set the whole table or one place setting, depending on available dishes.	
☐ Have students from each group use the checklist given on the SA sheet to evaluate the place setting.	✎ SA: Place-Setting Checklist
5. Present the different types of meal service described on SH2, their advantages and disadvantages.	▤ SH2: Types of Meal Service
☐ Discuss situations in which each service is appropriate, and present examples of food-service establishments that use each.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Check My Setting
2. Provide feedback, using *Creative Living*, pp. 476–477.	
Note: The correct answers to the SPC, Part II, are: a-American, b-French, and c-Banquet.	

In Other Programs:

Mathematics

Have students identify shapes and fractions involved in folding napkins.

Language Arts

Have students write detailed instructions on folding a napkin to a desired shape.

Have students design creative place settings for given themes for dinners or parties.

Student Handout 1 Place-Setting Vocabulary

Dishes:

dinner plate

salad plate

bread-and-butter plate

Flatware:

dinner fork

salad fork

teaspoons

knife

steak knife

bread-and-butter knife

Glassware:

water glass

wineglass

Student Activity 1

Place-Setting Checklist

Name ______________________________

Date ______________________________ Period ____________

The information below demonstrates the proper way to set up a complete dinner place setting:

dinner plate

knife on the right of the dinner plate, sharp edge toward the plate

two teaspoons beside the knife, the bottom of the handles even with bottom of the knife handle

dinner fork to the left of the dinner plate

salad fork to the left of the dinner fork

bread plate above the forks, slightly to the left

salad plate beside the forks

napkin to the left of the forks or with special folds above the plate

water glass above the knife

cup and saucer to the right beside the spoons

Student Handout 2 Types of Meal Service

American Service:

Food is prepared in the kitchen, placed on plates and served to customer from trays.

Advantages: Food service is rapid; fewer personnel are required than French type of service.

Disadvantages: Customers receive less personal service than they get with French service. The quality of service may be lower in places that specialize in turning over customers quickly.

Buffet Service:

Food is arranged on carts or tables, and customers serve themselves.

Advantages: Customers can serve themselves in the amounts they desire; fewer personnel are required for large numbers of people.

Disadvantages: Customers receive less personal service; there is little control over the quantity of food taken.

Banquet Service:

Food is prepared in the kitchen and brought to the table on trays. The menu is the same for all customers in the group. (There may be some minimum choice--between two meats, for example).

Advantages: Service is rapid; fewer personnel are required for serving a large number of people.

Disadvantages: Large facilities are required; service is less personal; customer lacks choice in the foods served.

French Service:

Food is partially prepared in the kitchen and is brought to the table on trays or carts. Final preparation is completed at the table; food is served by a team of waiters/waitresses.

Advantages: The customer receives considerable personal service.

Disadvantages: Meals are very expensive; a minimum of two waiters/waitresses serve each table, so personnel requirements are high.

Student Progress Check ☑

Check My Setting

Name: ____________________

Date: ____________________ Period: __________

Directions: Suppose a special dinner is being prepared for a club before a dance at the place where you work. You'll be helping to set the tables. The following materials are available.

- salad plates
- dinner plates
- cups and saucers
- bread-and-butter plates
- water glasses
- teaspoons
- dinner forks
- salad forks

I. Draw each of the items showing where it should be for a **complete dinner.** Number each item, then write the name of the item on the lines below. Add numbers if you need to.

1.

2.

3.

4.

5.

6.

7.

8.

Student Progress Check—cont. ☑

II. What type of meal service would be appropriate for the following situations? Write Buffet, French, Banquet, or American on each of the lines below.

a. Don's Food Service at a small hospital feeds over 250 people at lunchtime. Many nurses, visitors, and staff eat here. ______________________________

b. The Dew Drop Inn is a small restaurant in the downtown area of a large city. Many professionals and executives like to come here for a long lunch. Everyone can enjoy an elegant, specially prepared meal here with excellent service. ______________________________

c. The Ski Club meets for an annual awards ceremony every year at the Biltmost Hotel. They select the same dinner menu for everyone. ______________________________

Lesson V-20: Menu Terms and Truth in Menus

Objective and Introduction

Student Learning Objectives

Define and use menu-related terms.

Describe misrepresentation in menus.

SPS (July 1994)

Not Applicable

Introduction

Understanding the terms used on menus is important whether you are the customer ordering a meal or a worker at a food-service establishment. Knowing these terms can help you understand how to order, how your food will be prepared, or how to explain food-preparation methods to customers. It is also important that food-service personnel avoid misrepresenting any information about what food their customers will receive. Care must be taken to be truthful about the size of portions, preparation methods, and the ingredients or items served.

In this lesson, students will learn basic food-preparation and menu-organization terms and the importance of truth in advertising. Group activities involving actual menus and class discussion will be used.

Teacher Activity

Preparation

1. Review the lesson.
2. Duplicate the Student Activity (SA), "Menu-Planning Terms."
3. Duplicate the following:
    - ☐ Student Handout 1 (SH1), "Florida Statute on Misrepresenting Food: Excerpt"
    - ☐ Student Handout 2 (SH2), "Truth in Menus"
4. **Optional:** Have available several cookbooks with definitions of terms for the group definition-of-terms activity.
5. Have available several menus that use the terminology.

Presentation	**Resources**
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Present the menu-related vocabulary that appears on the SA sheet.	SA: Menu-Planning Terms
☐ Divide the class into small groups. Have students look at menus and find vocabulary terms.	
☐ Present definitions for these terms on a flip chart or chalkboard, or have students write definitions using cookbooks.	chalkboard or flip chart
☐ Discuss examples of foods prepared and the preparation methods.	
3. Discuss the importance of avoiding misrepresentation in menus.	
☐ Read aloud or have students read the excerpt from the Florida Statutes regarding misrepresentation as given on SH1.	SH1: Florida Statute on Misrepresenting Food: Excerpt
☐ Ask students to provide examples from their experience of visual or verbal misrepresentation.	
☐ Present examples of misrepresentation from SH2.	SH2: Truth in Menus

Presentation	Resources
4. Summarize the lesson.	
Evaluation	
1. Have students create a brief menu using a variety of the vocabulary terms. ☐ Students should specify the type of menu for the particular food-service establishment. ☐ The menu should include at least two appetizers, two entrees, two salads, two desserts, and beverages and it should list the price of each. ☐ Have students describe food preparation and cooking methods to the class.	
2. Provide feedback.	

In Other Programs:

Language Arts

Have students collect menus from various local restaurants and critique them. How could they be improved?

Have students write two advertisements relating to a food service. Write one truthful and one misleading ad.

Student Services

Counsel students in groups regarding values clarification--importance of truth and honesty.

Science

Have students analyze food product labels for contents.

Student Activity

Menu-Planning Terms

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write the definitions of the following terms.

Menu Terms:

appetizer

entree

a la carte

prix fixe

du jour

cycle menu

Food-Preparation Methods:

barbecued

boiled

breaded

broiled

charbroiled

deep-fried

julienne

poached

rebaked

sauteed

smoked

stewed

tossed

Florida Statute on Misrepresenting Food: Excerpt

509.292 Misrepresenting food or food product; penalty

(1) An operator may not knowingly and willfully misrepresent the identity of any food or food product to any of the patrons of such establishment. The identity of food or a food product is misrepresented if:

- (a) The description of the food or food product is false or misleading in any particular;
- (b) The food or food product is served, sold, or distributed under the name of another food or food product; or
- (c) The food or food product purports to be or is represented as a food or food product that does not conform to a definition of identity and standard of quality if such definition of identity and standard of quality has been established by custom and usage.

(2) If the food or food product is a fruit or fruit juice, its identity is misrepresented if:

- (a) The description of the fruit or fruit juice is false or misleading in any particular;
- (b) The fruit or fruit juice is served, sold, or distributed under the name of another fruit or fruit juice.

(3) Any person who violates any provision of this section is guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

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Amended by Laws 1990, c. 90-339, 33, eff. October 1, 1990.

Student Handout 2 ☰ **Truth in Menus**

Descriptions of foods that are listed on a menu or given by a waiter as well as pictures of the foods must accurately reflect the foods served. The key to successful food service is customer satisfaction. Customers will not be satisfied with misrepresented foods or surprise charges. Extra charges or minimum charges also must be stated clearly on the menu.

1. **Selling terms:** When these terms are used, the food service must be sure they are accurate.

   fresh daily

   kosher

   corn-fed porkers

   low-calorie

   fresh-roasted

   milk-fed chicken

   center-cut ham

   Note: Items advertised by brand names, such as Miracle Whip, Sanka, and Coca-Cola, must be the ones actually served.

2. **Visual misrepresentation:** When the food served is quite different from the food shown in a picture, that is visual misrepresentation.

   Examples:

   A picture shows whole, fresh strawberries, but you get sliced frozen strawberries.

   A picture shows whole mushrooms, but you get chopped pieces.

   A picture shows vegetables with the entree, but you get no vegetables.

   A picture shows very large shrimp, but you are served tiny ones.

   A picture shows a large amount covering a platter, but you get a very small amount.

3. **Verbal misrepresentation:** When the waiter, waitress, or other employee makes claims that are not exactly correct, that is verbal misrepresentation.

   A waiter says our bread is baked in our kitchen when it is not.

   A waitress says the dessert is sugar-free when it is not.

   A waiter says he'll bring you the bowl of soup, but it's less than a cup.

Lesson V-21: Meat and Poultry Terms

Objective and Introduction

Student Learning Objective

Identify definitions of common meat and poultry terms.

SPS (July 1994)

O 05.01 Identify terms and measurements related to food and nutrition.

Introduction

To prepare meats by following a recipe, a student must become familiar with the terminology. There are common terms that are used in preparing meats and poultry, as well as terms describing types or characteristics of meat and poultry. Knowledge of the terminology is important for anyone who is preparing food for himself/herself, and essential for everyone in a food-preparation job in the food-service industry. Understanding and being able to use cooking terms is one of the basic steps to becoming a cook.

In this lesson, students will complete worksheets to become acquainted with terms related to meat and poultry.

Teacher Activity

Preparation

1. Review the lesson.
2. Duplicate the Student Handout (SH), "Meat and Poultry Terms."
3. Duplicate the Student Activity (SA), "Defining Terms."
4. Duplicate the Student Progress Check (SPC), "Identifying Meat and Poultry Terms."

Presentation

1. Introduce the topic and the student learning objective.
2. Discuss the definitions of the terms included in the SH, "Meat and Poultry Terms."
    - ☐ Ask students to read the terms and definitions aloud.
    - ☐ Give examples.
3. Have students complete SA, "Defining Terms." Provide feedback.

Note: The correct answers are: 1-C, 2-T, 3-S, 4-Q, 5-R, 6-P, 7-D, 8-I, 9-B, 10-F, 11-M, 12-O, 13-G, 14-J, 15-E, 16-L, 17-A, 18-K, 19-H, and 20-N.

4. Summarize the lesson.

Evaluation

1. Have students complete the SPC.
2. Provide feedback.

Note: The correct answers are: 1-fat, 2-barbecue, 3-rare, 4-meat shrinkage, 5-smother, 6-saute, 7-braise, 8-marinate, 9-render, and 10-well done.

Resources

● Objective and Introduction

▤ SH: Meat and Poultry Terms

✎ SA: Defining Terms

☑ SPC: Identifying Meat and Poultry Terms

In Other Programs:

Language Arts

Use the SA for an activity in vocabulary and sentence structure.

Science

Lab--Let meat soak in cola. Compare the acidity of the cola to stomach acid when discussing digestion.

Student Handout

Meat and Poultry Terms

bake - to cook by dry heat in an oven.

barbecue - to cook over the embers of an open fire using fuel such as charcoal or burning wood; food may or may not be basted with a sauce or drippings during cooking.

baste - to spoon liquid over food as it cooks; the liquid may be drippings from food.

braise - to cook slowly in a small amount of moisture in a covered pot; meat is usually browned first.

bread or **dredge** - to roll in and coat with a dry mixture such as flour, meal, bread crumbs, or cracker crumbs.

broil - to cook by exposure to direct heat on a grill or under a broiler in an oven.

fry - to cook in fat.

marinate - to soak in a marinade or sauce for tenderizing and flavor.

meat shrinkage - the reduction in size that results when water is cooked out of the meat. (Excessive meat shrinkage is caused by cooking at temperatures that are too high.)

panbroil - to cook uncovered on a hot ungreased surface (usually a frying pan), pouring off liquids and fat as they accumulate.

poach - to cook in a hot liquid.

rare - describes cooked meat that is still red in the center (generally not recommended for poultry or pork).

render - to cook the grease out of animal fat.

roast - to cook in an uncovered pan in an oven.

saute - to brown quickly in a small amount of fat, turning frequently.

sear - to brown the surface of a meat by heating at a high temperature for a short time; adds color and flavor to meats.

simmer or **stew** - to cook in a liquid at a temperature of about 185 degrees F, just below the boiling point.

smother - to cover with sauces or vegetables.

tenderize - to soften or break down the connective tissue in meat by marinating, scoring (cutting gashes), or other methods so that it is easy to chew and digest.

well done - describes meat that is completely cooked all the way through.

Student Activity Defining Terms

Name: ____________________

Date: ____________________ Period: __________

Directions: Match each term listed below with its definition by writing the letter of the term in the space next to the numbered definition.

_____ **1.** to cook by dry heat in an oven.

_____ **2.** to cook over the embers of an open fire using fuel such as charcoal or burning wood; food may or may not be basted with a sauce or drippings during cooking.

_____ **3.** to spoon liquid over food as it cooks; the liquid may be drippings from food.

_____ **4.** to cook slowly in a small amount of moisture in a covered pot; meat is usually browned first.

_____ **5.** to roll in and coat with a dry mixture such as flour, meal, bread crumbs, or cracker crumbs.

_____ **6.** to cook by exposure to direct heat on a grill or under a broiler in an oven.

_____ **7.** to cook in fat.

_____ **8.** to soak in a marinade or sauce for tenderizing and flavor.

_____ **9.** the reduction in size that results when water is cooked out of meat.

_____ **10.** to cook uncovered on a hot ungreased surface (usually a frying pan), pouring off liquids and fat as they accumulate.

Student Activity - cont.

_____ **11.** to cook in a hot liquid.

_____ **12.** describes cooked meat that is still red in the center (generally not recommended for poultry or pork).

_____ **13.** to cook the grease out of animal fat.

_____ **14.** to cook in an uncovered pan in an oven.

_____ **15.** to brown quickly in a small amount of fat, turning frequently.

_____ **16.** to brown the surface of a meat by heating at a high temperature for a short time; adds color and flavor to meats.

_____ **17.** to cook in a liquid at a temperature of about 185 degrees F, just below the boiling point.

_____ **18.** to cover with sauces or vegetables.

_____ **19.** to soften or break down the connective tissue in meat by marinating, scoring (cutting gashes), or other methods so that it is easy to chew and digest.

_____ **20.** describes meat that is completely cooked all the way through.

Terms:

a. simmer
b. meat shrinkage
c. bake
d. fry
e. saute
f. panbroil
g. render
h. tenderize
i. marinate
j. roast
k. smother
l. sear
m. poach
n. well done
o. rare
p. broil
q. braise
r. dredge
s. baste
t. barbecue

Student Progress Check ☑ Identifying Meat and Poultry Terms

Name: ________________________________

Date: ________________________________ Period: ______________

Directions: Use ten terms from the list of meat and poultry terms below to fill in the blanks of the sentences.

simmer
meat shrinkage
bake
fry
saute

panbroil
render
tenderize
marinate
roast

smother
sear
poach
well done
rare

broil
braise
dredge
baste
barbecue

1. If you ________ chicken, you will cook it in fat.

2. When you cook meat over exposed heat or hot coals, with or without basting with a sauce or food drippings, it is called ________.

3. ________ meat is still red in the middle.

4. ________ occurs when meat has the water cooked out of it.

5. To ________ a meat, it is covered with sauces or vegetables.

6. When you ________, brown the meat quickly in a small amount of fat, and turn it frequently.

7. To cook slowly in a small amount of moisture in a covered pot is to ________ meat.

8. To ________ meat, soak it in a marinade or sauce for tenderizing and flavor.

9. When you ________ a meat, you cook the grease out of the animal fat.

10. Meat that is ________ has been cooked completely through.

Lesson V-22: Beverages

Objective and Introduction

Student Learning Objective

Identify definitions of terms related to beverages.

SPS (July 1994)

O 05.01 Identify terms and measurements related to food and nutrition.

Introduction

The term "beverage" means a drink of any temperature. A person consumes many beverages in his/her lifetime. In fact, a certain amount of liquid in one's diet is essential to good health. When preparing and serving food as a job or choosing a beverage for oneself or to share with guests, one should know several terms in order to understand the options available and ways to prepare them.

In this lesson, students will complete worksheets and activities to expose them to terms commonly associated with beverages.

Teacher Activity

Preparation

1. Review the lesson.
2. Duplicate the Student Handout (SH), "Beverage Terms."
3. Duplicate the Student Activity (SA), "Defining Commonly Used Beverage Terms."
4. Duplicate the Student Progress Check (SPC), "Identifying Beverage Terms."
5. If the suggested optional activity is selected, prepare by gathering ingredients, cooking utensils, and equipment, and duplicating recipes for students.

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss the definitions of terms included in the SH. ☐ Have students take turns reading the definitions of the terms. ☐ Discuss the definitions and give examples of some of the terms, such as *cartons*, *bottles*, and *cans*. ☐ Discuss with students which beverages they regularly drink.	SH: Beverage Terms
Note: As an optional activity, demonstrate how to make a beverage, such as coffee, iced tea, or milk shakes. Then have students, in groups, prepare a beverage for the group.	
3. Have students complete the SA. Provide feedback.	SA: Defining Commonly Used Beverage Terms
Note: The correct answers are: 1-h, 2-d, 3-m, 4-c, 5-i, 6-e, 7-g, 8-j, 9-f, 10-n, 11-a, 12-o, 13-b, 14-k, and 15-l.	
4. Summarize the lesson.	

Presentation	Resources
Evaluation 1. Have students complete the SPC. 2. Provide feedback. **Note:** The correct answers are: 1-beverage, 2-coffee, 3-seat line, 4-pasteurization, 5-carbonated, 6-frappe, 7-homogenization, 8-tea, 9-caffeine, and 10-cafe au lait.	☑ SPC: Identifying Beverage Terms

In Other Programs:

Language Arts

Write a letter to the U.S. Department of Agriculture requesting information about beverages. Or, have students write sentences using the beverage terms.

Science

Have students participate in a lab activity comparing different types of milk -- whole, skim, powdered, low-fat, and buttermilk.

Student Handout

Beverage Terms

beverage -- a drink of any temperature.

brew -- to make a hot drink, such as tea or coffee, by steeping tea leaves or ground coffee beans in hot water to extract the flavor.

cafe au lait -- the French term for a hot drink made of half coffee and half scalded milk.

caffeine -- an addictive substance that gives coffee, tea, and cola their stimulating effect.

carbonation -- a process in which soft drinks are infused with carbon dioxide gas, causing a bubbly effect.

coffee -- a naturally caffeinated beverage that is made by steeping ground coffee beans in hot water. Coffee can be served hot or cold.

decaffeinated -- having had the caffeine removed. A caffeinated beverage that undergoes a process to remove the caffeine is said to be decaffeinated.

frappe -- a flavored liquid or fruit juice frozen to a mush.

homogenization -- the treatment process that scatters the butterfat in very fine globules throughout the milk so that cream will not form.

pasteurization -- the process of heating milk in approved equipment to 161 degrees F and holding it there for 30 seconds in order to kill any disease-causing bacteria.

scald -- to bring to a temperature that is just below the boiling point and at which tiny bubbles form at the edge of the pan.

seat line -- a mark close to the top of each milk-shake (preparation) cup that indicates the depth to which one should pour the ingredients.

skim milk -- milk in which all the butterfat has been removed.

steep -- to extract color, flavor, or other qualities from a substance, such as tea leaves or ground coffee beans, by leaving it in liquid just below the boiling point.

tea -- a naturally caffeinated beverage made from tea leaves that are steeped to produce a liquid that can be served hot or cold. Teas comes in many varieties and can be purchased loose or in tea bags.

Student Activity **Defining Commonly Used Beverage Terms**

Name: ________________________________

Date: ________________________________ Period: ______________

Directions: Identify the definitions of the terms listed below by placing the letter of the term in the space next to its definition.

_____ **1.** a drink of any temperature.

_____ **2.** to make a hot drink, such as tea or coffee, by steeping tea leaves or ground coffee beans in hot water to extract the flavor.

_____ **3.** the French term for a hot drink made of half coffee and half scalded milk.

_____ **4.** an addictive substance that gives coffee, tea, and cola their stimulating effect.

_____ **5.** a process in which soft drinks are infused with carbon dioxide gas, causing a bubbly effect.

_____ **6.** a naturally caffeinated beverage that is made by steeping ground beans in hot water and can be served hot or cold.

_____ **7.** the process a caffeinated beverage undergoes to remove the caffeine.

_____ **8.** a flavored liquid or fruit juice frozen to a mush.

_____ **9.** the treatment process of scattering the butterfat in very fine globules throughout the milk so that cream will not form.

_____ **10.** the process of heating milk in approved equipment to 161 degrees F and holding it there for 30 seconds in order to kill any disease-causing bacteria.

_____ **11.** to bring to a temperature that is just below the boiling point at which tiny bubbles form at the edge of the pan.

_____ **12.** a mark close to the top of each milk-shake (preparation) cup that indicates the depth to which one should pour the ingredients.

_____ **13.** a beverage in which all the butterfat has been removed.

_____ **14.** to extract color, flavor, or other qualities from a substance, such as tea leaves or ground coffee beans, by leaving it in liquid just below the boiling point.

_____ **15.** a naturally caffeinated beverage made from leaves that are steeped to produce a liquid that can be served hot or cold. It comes in many varieties and can be purchased loose or in bags.

a.	scald	b.	skim milk	c.	caffeine	d.	brew
e.	coffee	f.	homogenization	g.	decaffeinated	h.	beverage
i.	carbonation	j.	frappe	k.	steep	l.	tea
m.	cafe au lait	n.	pasteurization	o.	seat line		

Student Progress Check ☑ **Identifying Beverage Terms**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Use ten terms from the list below to complete the sentences that follow.

scald
brew
beverage
tea
skim milk
coffee
carbonated
cafe au lait
caffeine
homogenization
frappe
pasteurization
seat line
decaffeinated
steep

1. A ____________ is a drink that may be served hot or cold.

2. ____________ is a beverage made by steeping ground beans in hot water.

3. The ____________ shows how deep to fill the milk-shake container with ingredients.

4. ____________ is the process of heating milk in approved equipment to 161 degrees F and holding it there for 30 seconds in order to kill any disease-causing bacteria.

5. Soft drinks that have undergone a process in which they are infused with carbon dioxide gas, causing a bubbly effect are called ____________.

6. A flavored liquid or fruit juice frozen to a mush is a beverage called a ____________.

7. ____________ is the treatment process of scattering the butterfat in very fine globules throughout the milk so that cream will not form.

8. A naturally caffeinated beverage that is made from leaves that are steeped to produce a liquid that can be served hot or cold, that comes in many varieties, and that can be purchased loose or in bags is called ____________.

9. ____________ is an addictive substance that gives coffee, tea, and cola their stimulating effect.

10. A French term for a hot drink made of half coffee and half scalded milk is ____________.

Lesson V-23: Serving Food and Beverages

Objective and Introduction

Student Learning Objective	Demonstrate industry guidelines for serving food and beverages.
SPS (July 1994)	Not Applicable
Introduction	There are some basic guidelines for serving food and beverages that you can follow whether you are serving food at home or working as a server in the food industry. These guidelines are based on standards of courteous serving behavior that have developed over years. In this lesson, students will learn the rules for serving food and beverages and practice applying them in simulated serving situations.

Teacher Activity

Preparation

1. Review the lesson.
2. Duplicate the Student Handout (SH), "Guidelines for Serving Food and Beverages."
3. Duplicate the Student Activity (SA), "Serving Checklist."
4. Write a simple menu containing a choice of three items for a lunch on the chalkboard or flip chart. Include a salad, soup, and entree so that students can practice serving different dishes and using appropriate flatware.

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Present the SH.	SH: Guidelines for Serving Food and Beverages
☐ Explain the importance of observing these guidelines with customers.	
☐ Ask students to provide rationales for guidelines as they are presented. Ask why beverages should be served from the right, for example.	
☐ Demonstrate or have students demonstrate the guidelines as appropriate.	
3. Conduct the group practice activity.	
☐ Divide the class into groups of four or five students each.	
☐ Distribute the SA, "Serving Checklist."	SA: Serving Checklist
☐ Explain the practice activity: - Each member of the group takes a turn being the server and the observer. - Students who are not the server or observer play the role of guests or customers. Customers write a brief description on a tag--such as 60-year-old woman or host--to give the server clues about the serving order.	

Presentation **Resources**

- Customers select their meal from the types of food written on the board--soup, salad, entree, and beverage.
- The server serves the simulated lunch on the appropriate dinnerware to the customers while the observer completes the checklist.
- The students rotate roles until everyone has had the opportunity to be the server and the observer.

☐ Provide feedback.

4. Summarize the lesson.

Evaluation

No separate evaluation is included for this lesson.

In Other Programs:

Student Services

Counsel students on how to handle an unhappy customer when food is improperly served.

Guidelines for Serving Food and Beverages

Serving Beverages

☐ Use glasses that have no cracks or chips.

☐ Handle glasses by the stems or near the base and cups by the handle.

☐ Serve all beverages from the right of the guest with your right hand.

☐ Place water glasses above the point of the knife.

☐ Set additional beverage glasses slightly lower and to the right of the water glass.

☐ Serve cold beverages cold and hot beverages hot.

Order of Serving

☐ Serve the person at the right of the host or hostess first.

☐ If there is no obvious host, serve women and elderly persons first, then continue serving counterclockwise around the table.

Serving Food

☐ Place trays of food on sidestands, not on the tables where guests are seated.

☐ Support the plate with your fingers under it and your thumb on the edge of the rim of the plate but not on top of the plate.

☐ Serve the food from the left of the guest with your left hand.

☐ Place appetizers and cereal and soup bowls on plates called underliners. Set these dishes in the center of the cover in front of the guest.

☐ Place the salad dish to the left of the forks when it is served with the main course. When the salad is served first, place it in the center of the cover.

☐ Place the main-course plate in the center of the cover with the entree closest to the guest.

☐ Check to ensure that the flatware for the meal is sufficient and appropriate: soup spoon for soup, steak knife for steak, seafood fork where required.

Refilling Glasses or Cups

☐ Do not lift glasses or cups up from the table if they can be easily reached.

☐ If guests are in a booth or in a position where the beverage might be spilled on a guest, remove the glass or cup and saucer from the table and refill.

Student Activity Serving Checklist

Name of Server: ____________________ Name of Observer: ____________________

Date: ____________________ Period: __________

Directions: Watch the server carefully to see whether he/she follows each serving guideline. Write "S" if the guideline is completed correctly. Write "N" if the guideline is not completed correctly.

Serving Beverages

_____ Used glasses that have no cracks or chips.

_____ Handled glasses by the stems or near the base and cups by the handle.

_____ Served all beverages from the right of the guest with your right hand.

_____ Placed water glasses above the point of the knife.

_____ Set additional beverage glasses slightly lower and to the right of the water glass.

Order of Serving

_____ Served the person to the right of the host or hostess first. **or**

_____ If there was no obvious host, served women and elderly persons first, then continued serving counterclockwise around the table.

Serving Food

_____ Placed tray of food on sidestand, not on the tables where guests are seated.

_____ Supported the plate with fingers under the plate and thumb on the edge of the rim of the plate but not on top of the plate.

_____ Served the food from the left of the guest with the left hand.

_____ Placed appetizers and cereal and soup bowls on plates called underliners. Set these dishes in the center of the cover in front of the guest.

_____ Placed the salad dish to the left of the forks if it was served with the main course. If the salad was served first, placed it in the center of the cover.

_____ Placed the main course plate in the center of the cover with the entree closest to the guest.

_____ The flatware for the meal was sufficient and appropriate: soup spoon for soup and sharp knife for steak.

Refilling Glasses or Cups

_____ Did not lift glasses or cups up from the table to refill if they were easily reached. **or**

_____ Removed the glass or cup and saucer from the table and refilled if guests were in a booth or where the beverage might be spilled on a guest.

Lesson V-24: Food Storage

Objective and Introduction

Student Learning Objective

Identify food-storage methods that will maximize freshness and conform to industry guidelines.

SPS (July 1994)

E 02.04 Describe job tasks and responsibilities related to specific food and nutrition careers.

Introduction

The freshness of food is important to the success of a food-service establishment. Not only does fresh food taste and look best, fresh food is also more nutritious and freer of harmful bacteria. Unless food is properly stored, the nutrients in the food deteriorate rapidly as the food ages and bacteria that can cause food poisoning thrive in it. Proper storage of food is essential to maintaining freshness and nutritional value and to preventing bacterial growth. Even food that is meticulously prepared cannot retain it freshness if it is improperly stored. In the food-service industry, an establishment must follow specific guidelines to pass local health department inspections.

In this lesson, students will complete worksheets and have discussions to learn how to identify ways of storing food that maximize freshness and meet the storage guidelines of the industry.

Teacher Activity

Preparation

1. Review the lesson
2. Prepare the transparency from the Transparency Master (TM), "Types of Food Storage."
3. Duplicate the Student Activity (SA), "How to Store Food."
4. Duplicate the Student Progress Check (SPC), "How to Store Different Types of Foods."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss the food-storage types included in the TM, "Types of Food Storage." ☐ Discuss the purposes of storing food: preserving freshness of taste and nutritional value and preventing bacterial growth. ☐ Define the terms *dry storage, refrigeration,* and *freezer storage*. ☐ Ask students for foods that require each type of storage. Discuss their responses.	TM: Types of Food Storage
3. Have students complete the SA.	SA: How to Store Food
4. Provide feedback, using *Creative Living*. Check index for specifics.	Feedback to Student Activity
5. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	✓ SPC: How to Store Different Types of Foods
2. Provide feedback.	
Note: The correct answers are: 1-F, 2-D, 3-D, 4-R, 5-D, 6-R, 7-D, 8-R, 9-F, and 10-R.	

In Other Programs:

Science

Have a lab demonstration showing what happens when food is improperly stored: mold growth. Or have students investigate different food wrappings and their effectiveness in preserving food freshness.

Student Services

Review the importance of storage and the loss incurred when food spoils. Give as an example what happens in students' homes when the refrigerator is not working. Discuss the legal implications of serving spoiled food in the food-service industry.

Language Arts

Have students write a poem pretending to be the leftover food item or the forgotten food item or the rotting food item in the refrigerator.

Types of Food Storage

Dry Storage

Refrigeration

Freezer Storage

Student Activity How to Store Food

Name ______________________________

Date ______________________________ Period ____________

Directions: Answer the following questions.

1. How should fresh meat be stored?

2. How should dairy products, such as cheese or milk, be stored?

3. How should bread be stored?

4. How should fresh produce, such as fresh fruit or lettuce, be stored?

5. How should dry foods, such as rice, sugar, or coffee, be stored?

6. How should canned goods be stored?

7. How should prepared/cooked foods be stored?

Feedback to SA

1. How should fresh meat be stored?

   It should be refrigerated, if it is to be used within a day or so. Frozen, if it is to be kept longer before preparation and serving.

2. How should dairy products, such as cheese or milk, be stored?

   They should be wrapped or placed in air-tight containers and then refrigerated.

3. How should bread be stored?

   It should be stored in a dry, cool place.

4. How should fresh produce, such as fresh fruit or lettuce, be stored?

   It should be wrapped or placed in air-tight containers and refrigerated.

5. How should dry foods, such as rice, sugar, or coffee, be stored?

   They should be stored in air-tight containers and placed in a dry, cool place.

6. How should canned goods be stored?

   They should be kept in a dry, cool place.

7. How should prepared/cooked foods be stored?

   They should be wrapped or placed in air-tight containers and then refrigerated.

Student Progress Check ☑ How to Store Different Types of Foods

Name: ______________________________

Date: ______________________________ Period: ______________

Directions: For each of the foods listed below, indicate how it should be stored by placing a "D" if it should be stored in a dry place, an "R" if it should be refrigerated, and an "F" if it should be stored in the freezer.

____ 1. hamburger meat to be used in a week

____ 2. uncooked rice

____ 3. coffee

____ 4. milk

____ 5. raw potatoes

____ 6. leftover lasagna

____ 7. unopened cans of tuna

____ 8. lettuce

____ 9. frozen ears of corn

____ 10. whole turkey to be cooked the next day

Objective and Introduction

Student Learning Objective

Identify tasks and responsibilities related to the food-service inventory.

SPS (July 1994)

E 02.04 Describe job tasks and responsibilities related to specific food and nutrition careers.

O 05.06 Identify entry level jobs in the field of food service.

Introduction

In order for a food-service establishment to run efficiently, many tasks have to be done reliably. As discussed in another lesson, if any essential task is not carried out, it can be the weak link that allows the chain of service to be broken. One of the important links in that chain is the task of maintaining an accurate inventory of food and supplies. An accurate inventory is necessary if the purchasing agent or buyer is to know when to reorder food. A business that runs out of food or other supplies cannot prepare or serve food to its customers.

In this lesson, students will complete activities designed to teach them to identify the tasks and responsibilities of a food-inventory clerk.

Teacher Activity

Preparation

1. Review the lesson.

2. Prepare the transparencies:

   - ☐ Transparency Master 1 (TM1), "Tasks of the Food-Service Inventory/Stock Clerk"
   - ☐ Transparency Master 2 (TM2), "Skills, Abilities, and Qualities Needed for the Job"

3. Duplicate the Student Activity (SA), "Taking Inventory."

4. Duplicate the Student Progress Check (SPC), "Identifying Inventory/Stock Clerk Tasks, Skills, Abilities, and Qualities."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss the job of the food-service inventory/stock clerk.	
☐ Define the term *inventory* as an itemized list of food and supplies on hand.	
☐ Ask students what they think are some of the tasks and responsibilities of a food-service inventory/stock clerk.	
☐ Discuss the tasks and responsibilities listed on the transparency. Point out any task or responsibility that students had identified earlier. Have students take notes.	TM1: Tasks of the Food-Service Inventory/Stock Clerk
3. Discuss the skills needed for the job.	
☐ Ask students what they think those skills should be.	
☐ Discuss the skills listed on the transparency. Have students take notes.	TM2: Skills, Abilities, and Qualities Needed for the Job
4. Discuss the job task of taking inventory. Point out that someone in their own homes probably takes a simplified inventory when making a grocery shopping list.	

Presentation	**Resources**
☐ Discuss the information on the Student Activity sheet and show them how to complete an inventory.	✍ SA Taking Inventory
☐ Have students complete the SA.	
Note: This could be done by having students take the form home and listing ten items found in their home kitchen or pantry and/or by taking the class to the school cafeteria and giving them a list of ten items to inventory.	
☐ Provide feedback.	
5. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Identifying Inventory/ Stock Clerk Tasks, Skills, Abilities, and Qualities
2. Provide feedback.	
Note: The answers to the SPC are: 1, 2, 4, 5, 6, 8, and 9.	

In Other Programs:

Language Arts

Have students use the job tasks and responsibilities to write an acrostic poem.

Mathematics

Use the SA as a math activity (computing costs).

Student Services

Counsel students on the importance of courtesy when dealing with people.

Tasks of the Food-Service Inventory/ Stock Clerk

Helps unload shipments of food and supplies.

Checks packing slips and orders to make sure the order matches what was received.

Unpacks and stores the food and supplies received.

Takes inventory and completes inventory records.

Skills, Abilities, and Qualities Needed for the Job

Ability to take an organized approach to work

Good mathematics skills

Ability to pay attention to detail and accuracy

Ability to lift heavy boxes

Ability to work well with others

Reliability

Honesty

Student Activity

Taking Inventory

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Use the following chart to take inventory at a place the teacher will assign. Be sure to complete each column for each item.

Inventory Number	Description	Quantity

Student Progress Check ☑

Identifying Inventory/Stock Clerk Tasks, Skills, Abilities, and Qualities

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Put a check mark (✓) on the line next to each description of a task, skill, ability, or quality that is needed for the job of food-service inventory/stock clerk.

____ **1.** Help unload shipments of food and supplies.

____ **2.** Unpack and store food and supplies received.

____ **3.** Have a creative, unstructured approach to work.

____ **4.** Take inventory and complete inventory records.

____ **5.** Have good math skills.

____ **6.** Be reliable and honest.

____ **7.** Have scientific skills.

____ **8.** Check packing slips and orders to make sure the order matches what was received.

____ **9.** Be able to pay attention to detail and accuracy.

____ **10.** Have the ability to work well when alone.

Objective and Introduction

Student Learning Objective

Identify tasks and responsibilities related to food-service purchasing.

SPS (July 1994)

E 02.04 Describe job tasks and responsibilities related to specific food and nutrition careers.

O 0.06 Identify entry level jobs in the field of food service.

Introduction

In order for a food-service establishment to run efficiently, many tasks have to be done reliably. As described earlier, tasks in food service are like links in the chain of service to the customer. One weak link can destroy that chain. Another of the important links in the chain to be described in this lesson is the purchasing of the food and supplies required. This is an important task because the business that runs out of food cannot prepare or serve food to its customers.

In this lesson, students will complete activities designed to teach them to identify the tasks and responsibilities of a food-service purchasing agent.

Teacher Activity

Preparation

1. Review the lesson.

2. Prepare transparencies:

   ☐ Transparency Master 1 (TM1), "Food-Service Purchasing Agent"
   ☐ Transparency Master 2 (TM2), "Skills Needed for the Job"

3. Duplicate the Student Activity (SA), "Purchase Order."

4. Duplicate the Student Progress Check (SPC), "Identifying the Tasks, Responsibilities, and Skills of a Purchasing Agent."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss the job of food-service purchasing.	
☐ Ask students what they think are some of the tasks and responsibilities of a food-service purchaser.	
☐ Discuss the tasks and responsibilities listed on the transparency. Point out any task or responsibility that students identified earlier. Have students take notes.	TM1: Food-Service Purchasing Agent
3. Discuss the skills needed for the job.	
☐ Ask students what they think those skills should be.	
☐ Discuss the skills listed on the transparency. Have students take notes.	TM2: Skills Needed for the Job
4. Discuss the job task of completing a purchase order.	
☐ Discuss the information on the Student Activity sheet and explain how to complete a purchase order.	SA: Purchase Order
☐ Have students complete the SA.	

Presentation	**Resources**
Note: To complete the purchase order, students could make a new inventory (by taking the form home and listing ten items needed for their home kitchen or pantry) and/or they could use the inventory they completed in the student activity from Lesson VI-25.	
☐ Provide feedback.	
5. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Identifying the Tasks, Responsibilities, and Skills of a Purchasing Agent
2. Provide feedback.	
Note: The answers are: 1, 2, 4, 6, 7, 8, and 10.	

In Other Programs:

Language Arts

Have students write a cover letter to accompany a purchase order to a business.

Mathematics

Use the SA as a math activity (computing costs).

Student Services

Arrange for a guest speaker from a large food-service business who acts as a purchasing agent.

Transparency Master 1

Food-Service Purchasing Agent

Uses information from inventory to determine what to purchase.

Completes purchase-order forms.

Follows up on orders with the businesses ordered from if there are problems or delays.

Helps process invoices so that businesses ordered from will be paid for purchases.

Is reliable and honest.

Skills Needed for the Job

Ability to take an organized approach to work

Good mathematics skills

Ability to pay attention to detail and accuracy

Ability to work well with others

Good computer skills

Student Activity

Purchase Order

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Using the inventory information the teacher assigns, complete the purchase order form. Be sure to complete each column for each item ordered.

Description	Quantity	Unit Price	Total Cost	

Student Progress Check ☑

Identifying the Tasks, Responsibilities, and Skills of a Purchasing Agent

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Put a check mark (✓) on the line next to each description of a task, responsibility, or skill related to the job of a food-service purchasing agent.

____ **1.** Has the ability to work well with others.

____ **2.** Has good mathematics skills.

____ **3.** Has word-processing skills.

____ **4.** Takes information from an inventory and determines what to purchase.

____ **5.** Has a disorganized approach to work.

____ **6.** Helps process invoices so that businesses ordered from will be paid for purchases.

____ **7.** Pays attention to detail and accuracy.

____ **8.** Completes purchase-order forms.

____ **9.** Takes money from customers.

____ **10.** Follows up on orders with the businesses ordered from if there are problems or delays.

Lesson V-27: Measurements and Converting Measurements

Objective and Introduction

Student Learning Objective	Identify and convert measurements used in food preparation.
SPS (July 1994)	O 05.01 Identify terms and measurements related to food and nutrition.

Introduction

Some basic building blocks in learning to prepare food are (1) recognizing common measurements used, (2) performing those measurements accurately, and (3) converting measurements so that recipes can be reduced or increased. These skills are important for anyone to learn to cook for himself/herself or for others. In fact, a person who is unfamiliar with common measurements and procedures for using them will probably be unable to follow the simplest of recipes.

In this lesson, students will complete worksheets and observe demonstrations in order to become adept at identifying common measurements, following the procedures for using them, and converting measurements.

Teacher Activity

Preparation

1. Review the lesson and read the textbook *Creative Living (CL)*, pp. 409-415.
2. Duplicate the Student Handout (SH), "Reducing or Increasing a Recipe."
3. Prepare for the demonstrations (experiments) by gathering measuring utensils and ingredients to be measured–shortening, water, confectioner's sugar, and flour.
4. For student activities (SA), duplicate the following:
    - ☐ SA1, "Measuring Equipment and Techniques," adapted from *Exploration of Home Economics Occupations*, Hillsborough County Schools
    - ☐ SA2, "Abbreviations and Equivalents," adapted from *Exploration of Home Economics Occupations*, Hillsborough County Schools
5. Duplicate the Student Progress Check (SPC), "Measuring Up," adapted from *Exploration of Home Economics Occupations*, Hillsborough County Schools.

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Have students take turns reading "Measuring Basics," in *Creative Living (CL)*.	Chapter 45, *CL*, pp. 409-415
3. Discuss and demonstrate the procedures for measuring.	
☐ Have students complete SA1.	SA1: Measuring Equipment and Techniques
☐ Provide feedback.	Feedback to SA1 and SA2
4. Discuss reducing or increasing recipes and converting measurements.	
☐ Have students take turns reading the explanation of reducing or increasing recipes on the SH. See *Creative Living*, p. 415.	SH: Reducing or Increasing a Recipe
☐ **Optional:** Demonstrate increasing or reducing a recipe.	

Presentation	Resources
☐ Have students complete SA2.	✍ SA2: Abbreviations and Equivalents
☐ Provide feedback.	⬌ Feedback to SA1 and SA2
☐ **Optional:** Divide class into groups and have groups increase or decrease a recipe and prepare the recipe in the kitchen lab.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Measuring Up
2. Provide feedback.	A Answers to SPC

In Other Programs:

Language Arts

Have students write a poem using measuring terms.

Mathematics

Add and subtract fractions in converting measurements.

Science

Convert the measurements in the lesson to metric.

Student Activity 1

Measuring Equipment and Techniques

Name:______________________________

Date:______________________________Period:____________

Directions: Choose the best answer for each statement by circling the letter of the answer.

1. This utensil separates dry ingredient particles and adds air.

- a. colander
- b. sifter
- c. whisk

2. This measure has an extra area above the one-cup full line.

- a. measuring spoon
- b. dry measure cup
- c. glass liquid measure cup

3. This measure is used to measure sugar.

- a. dry measure cup
- b. glass measure cup
- c. drinking cup

4. These measures come in four different cup sizes.

- a. dry measures
- b. liquid glass measures
- c. teacups

5. This utensil is used to measure small amounts of ingredients.

- a. cup
- b. measuring spoon
- c. silverware

6. This ingredient must be packed, whether in large or small amounts.

- a. flour
- b. shortening
- c. water

Student Activity 1 - cont.

7. Use the spatula or knife to get an exact measurement. These utensils are the best to use to

a. cut
b. spread
c. level

8. **Never** use this utensil to stir with--only for measuring.

a. measuring spoon
b. scraper
c. spatula

9. These two ingredients should **never** be packed.

a. flour and water
b. white granulated sugar and shortening
c. flour and confectioners' sugar

10. This is the correct sequence to measure flour.

a. Sift directly into cup and level with scraper.
b. Sift over waxed paper, pour into dry measure cup, and level.
c. Dip cup into flour and pack down with spoon.

Student Activity 2 Abbreviations and Equivalents

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write the equivalents for each item.

1. 3 teaspoons = ______ tablespoon(s)
2. 4 tablespoons = ______ cup(s)
3. 8 tablespoons = ______ cup(s)
4. 3 pounds = ______ ounce(s)
5. 1 quart = ______ pint(s)
6. 1 cup = ______ ounce(s)
7. 1 gallon = ______ cup(s)
8. 2 sticks butter = ______ cup(s)

Directions: Double the following recipe and write the new amounts in the blank next to each ingredient.

Chocolate Cookies

9. 2/3 cup soft butter __________
10. 1/2 cup granulated sugar __________
11. 1/2 cup brown sugar __________
12. 1 egg __________
13. 1/2 teaspoon soda __________
14. 1 teaspoon vanilla __________
15. 1 - 6 oz. package chocolate chips __________

Feedback to SA 1 and SA 2

SA1

1. b
2. c
3. a
4. a
5. b
6. b
7. c
8. a
9. c
10. b

SA2

1. 1
2. 1/4
3. 1/2
4. 48
5. 2
6. 8
7. 16
8. 1
9. 1 1/3 c.
10. 1 c.
11. 1 c.
12. 2 eggs
13. 1 tsp.
14. 2 tsp.
15. 2 6 oz. or 1 12 oz.

Student Progress Check ☑

Measuring Up

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Choose what measuring utensils you would use to measure each of the items. Write the letter for the measuring amounts you would use in the blank next to each item.

Example: If you were to measure a tablespoon of salt, you would write "A" for one tablespoon, or you could write "B+B+B" to indicate you would use three teaspoons, the equivalent of one tablespoon.

Measuring Amounts:

A - 1 tablespoon

B - 1 teaspoon

C - 1/2 teaspoon

D - 1/4 teaspoon

E - 1 cup

F - 1/2 cup

G - 1/3 cup

H - 1/4 cup

I - glass liquid measuring cup

1. ____________________ = 2 cups flour

2. ____________________ = 2/3 cup sugar

3. ____________________ = 3 teaspoons salt

4. ____________________ = 1/4 cup milk

5. ____________________ = 3/4 cup oatmeal

6. ____________________ = 1/2 teaspoon nutmeg

Student Progress Check - cont. ☑

7. ____________________ = 1/4 pound margarine

8. ____________________ = 1/2 cup celery

9. ____________________ = 4 tablespoons water

10. ____________________ = 1 cup shortening

11. ____________________ = 3/4 teaspoon baking powder

12. ____________________ = 2/3 cup ginger ale

13. ____________________ = 4 teaspoons corn starch

14. ____________________ = 4 cups pineapple juice

15. ____________________ = 1/8 cup minced onion

16. ____________________ = 1 3/8 cups ketchup

17. ____________________ = 3/4 teaspoon black pepper

18. ____________________ = 1/2 cup brown sugar

19. ____________________ = 6 ounces of semi-sweet chocolate

20. ____________________ = 1/2 pint heavy cream

Answers to Student Progress Check A

1. E+E
2. G+G
3. A or B+B+B
4. H or I
5. H+H+H
6. C
7. F
8. F
9. H or A+A+A+A
10. E
11. D+D+D or C+D
12. G+G
13. A+B or B+B+B+B
14. I+I+I+I
15. A+A
16. I+ 3/8 I
17. C+D or D+D+D
18. F
19. F+H or H+H+H
20. E or I

Student Handout

Reducing or Increasing a Recipe

At times, we need to halve a recipe or we need to double a recipe. To do so, we must convert the recipe by decreasing or increasing it.

Decrease a Recipe

To halve a recipe, use exactly 1/2 the amount of each ingredient. **Example:** 1/2 x 2 1/2 cups = 1 1/4 cups

If the divided recipe calls for less than one egg, beat a whole egg. Using a tablespoon, divide the egg evenly into two custard cups.

Increase a Recipe

To double a recipe, use exactly twice the amount of each ingredient. **Example**: 2 x 2 1/2 cups = 5 cups

Recipe Adjustment Tips

When making recipe adjustments, keep in mind that:

- cooking times may be different when recipe size is changed.

- a larger amount of food may take longer to cook; a smaller amount may be overcooked if not watched and removed from the heat when done.

When foods are baked, cooking time depends in part on the depth of the food in the pan. Use the appropriate size and number of pans when adjusting a recipe.

Common Conversions (Equivalents)

16 tablespoons = 1 cup

1 tablespoon = 3 teaspoons

1/2 tablespoon = 1 1/2 teaspoons

4 cups = 1 quart

4 quarts = 1 gallon

4 tablespoons = 1/4 cup

2 cups = 1 pint

2 pints = 1 quart

Lesson V-28: Making a Cake

Objective and Introduction

Student Learning Objectives

Describe different types of cakes and mixing techniques.
Demonstrate how to make a cake.

SPS (July 1994)

O 05.03 Plan, prepare, and serve nutritious snacks or foods.

Introduction

We use cakes to help us celebrate special occasions such as weddings, birthdays, and graduations. We can create many delicious cakes from the basic fresh ingredients by taking only a few extra steps and using a few more ingredients than required for making one from a box. Knowing what makes cakes rise and following a few tips about mixing cakes can make the difference between success and failure in baking cakes.

In this lesson, students will learn some basic types of cakes, what makes them rise, and techniques for preparing and mixing ingredients, through discussion, small experiments, demonstration, and practice activities.

Teacher Activity

Preparation

1. Review the lesson.
2. Duplicate Student Handout (SH), "Tips for a Successful Cake."
3. Duplicate the Student Activity (SA), "Cake Check."
4. Have available the following:
   - ☐ a cake that did not rise because the butter wasn't creamed properly and the baking powder was omitted, for illustration
   - ☐ all ingredients for small groups to make butter cakes
   - ☐ several different recipes for butter cakes
5. Prepare the following ingredients before class to demonstrate creaming and folding:
   - ☐ butter and sugar for creaming
   - ☐ beaten egg whites for folding

Presentation	Resources
1. Introduce the topic and the student learning objective. ☐ Have students brainstorm the types of cakes they have eaten or seen. ☐ List the cakes on the chalkboard under the appropriate category of cake type: angel food, butter, sponge, other. ☐ Ask students what makes a cake light and airy. ☐ Demonstrate with an actual piece of cake, or ask students what happens if they press a piece of cake between their fingers. ☐ Emphasize that the airy texture of a cake depends on air being trapped in the ingredients of the cake.	● Objective and Introduction

Presentation	Resources
2. List the different types of leavening and match the appropriate ones to the different cakes listed on the chalkboard. - air beaten into egg whites or egg yolks - baking powder - baking soda - yeast	chalkboard or flip chart
3. Demonstrate the action of baking powder, the most common leavener for making a cake "rise." ☐ Divide the class into working groups and distribute 1/2 tsp baking powder and 1/4 C of water to each group. Ask students what they think will happen when these ingredients are mixed. ☐ Have students put the baking powder in the water. If they say that nothing is happening, have them put the cup up to their ears. (The gas bubbles pop out of the water surface and create a fizz.) ☐ Explain that carbon dioxide gas is given off when these ingredients are mixed. ☐ Show students the flat cake. Ask them what they think happened. Explain the missing ingredient.	Ingredients for demonstration
4. Go over the preparation and mixing tips on SH, "Tips for a Successful Cake." Give reasons for each point.	SH: Tips for a Successful Cake
5. Demonstrate the following essential steps of mixing the ingredients, which are creaming the butter and sugar and folding in the egg whites.	
6. Supervise students as they make butter cakes.	
7. Summarize the lesson.	
Evaluation	
1. Have students complete a self-evaluation on their group's cake, using the SA checklist. Have groups evaluate the cakes that other groups made.	SA: Cake Check

In Other Programs:

Science

Have students conduct experiments with different leavening properties to demonstrate chemical reactions that produce gas to help cakes rise.

English

Write a description of a cake as if it were a winner in a baking contest.

Student Services

Have students act as hosts for a guest speaker to demonstrate professional cake decorating.

Student Handout Tips for a Successful Cake

Preparation

☐ Use fresh ingredients.

☐ Have butter and eggs at room temperature.

☐ Measure ingredients carefully.

☐ Preheat oven according to directions.

Creaming

☐ Mix sugar with butter or margarine until even, smooth, and creamy in texture.

☐ Press mixture back and forth with a wooden spoon. (This is one technique that gives good results.)

☐ Do not overmix. Oils can become separated and create a curdled look, and the cake will not have good texture.

Folding

☐ To achieve the purpose of folding, blend ingredients well, without losing any air you have previously worked into the egg whites or cream.

☐ Have a large-enough bowl in which to combine all ingredients.

☐ Fold a small quantity of egg whites into the batter.

☐ Cut into the mixture to the bottom of the bowl and fold over. Repeat this motion as few times as necessary to combine ingredients, without disturbing the air. Do not stir.

☐ Add more of the egg whites or beaten mixture until all ingredients are carefully combined.

Baking

☐ Set the timer and bake for the recommended time.

☐ Avoid overbaking; baking too long will dry out a cake and make the edges hard.

☐ Allow the cake to become lightly browned and to begin to shrink from the sides of the pan.

☐ Insert a wooden toothpick into the center of most cakes (except rich cakes like brownies) to test for doneness. If the toothpick comes out clean, the cake is done.

☐ Cool cakes on a rack. Angel food cakes must be turned upside down to preserve their shape.

Student Activity

Cake Check

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: (1) Look at the cake and make observations about how well it has risen and its color. (2) Cut a piece and observe its texture. (3) Taste it!

I. Cake # ________ **Cake type** ____________________ **Leavening** ____________________

During the Preparation:

Are all ingredients fresh?

Were ingredients measured carefully?

Were all ingredients mixed together in the manner and at the time they should have been?

Were butter and sugar creamed so the mixture was smooth and creamy, but not overmixed and curdled?

Were beaten ingredients carefully folded into other ingredients?

After Baking Observations for Your Cake:

Did the cake rise?

Did the cake rise evenly?

Is the cake lightly browned and free of darkened areas or edges?

Is the texture appropriate for the type of cake?

How does it taste? ____

II. Cake # ________ **Cake type** ____________________ **Leavening** ____________________

Observations for Another Cake:

Did the cake rise?

Did the cake rise evenly?

Is the cake lightly browned and free of darkened areas or edges?

Is the texture appropriate for the type of cake?

How does it taste? ____

Lesson V-29: Choosing Salads

Objective and Introduction

Student Learning Objectives	Identify types and parts of salads. Choose appropriate salads to balance meals.
SPS (July 1994)	O 05.03 Plan, prepare, and serve nutritious snacks or foods.

Introduction

Salads add balance and variety to a meal. Many types of foods may be combined to create a salad. We usually name salads according to the ingredients that are found in the largest quantity in them. For example, potato salad uses potatoes as its main ingredient, and green salad is composed mainly of leafy greens such as lettuce or spinach.

Some salads are served before the meal as an appetizer, while others are served to accompany a main course. Other salads such as flavored gelatin with fruit may be eaten for dessert.

Choosing the appropriate salad for a meal is important so that it balances the meal. Heavy, rich meals such as steak and potatoes should be matched with light salads. Light meals are balanced by heavier salads.

In this lesson, students will learn, through discussion and practice activities, to identify types of salads and choose appropriate salads to balance meals.

Teacher Activity

Preparation

1. Review the lesson.
2. Duplicate the following:
   - ☐ Student Handout 1 (SH1), "Types of Salads"
   - ☐ Student Handout 2 (SH2), "How to Choose a Salad"
   - ☐ Student Handout 3 (SH3), "Salad Preparation Tips"
3. Duplicate the Student Activity (SA), "Selecting Salads."
4. Duplicate the Student Progress Check (SPC), " Salad Check."
5. Have available three bowls, 2 T lemon juice, and an apple or banana for a demonstration of how fruit turns brown unless covered with some citrus juice.

Presentation

Resources

1. Introduce the topic and the student learning objective.

   Objective and Introduction

   - ☐ Set up the fruit experiment:
     1. Slice banana or apple into six pieces.
     2. Place two pieces in each bowl.
     3. Mix 2 T lemon juice with 1 C water and place over fruit in one bowl.
     4. Place plain water in second bowl.
     5. Do nothing to fruit in third bowl.
   - ☐ Explain that you will check at the end of the period to see whether there is any difference among the ingredients in the three bowls.

2. Present use of salads.
   - ☐ Write the four uses of salads on the chalkboard.

     flip chart or chalkboard

     1. appetizer
     2. entree (main course)
     3. accompaniment to an entree
     4. dessert
   - ☐ Have students give examples of salads that fit into each category.

Presentation	Resources
3. Have students copy vocabulary words for this lesson into their notes. Discuss the meanings and provide examples as they are used in the lesson. ☐ accompaniment, appetizer, garnish, main course, bland, protein, contrast, congealed, gelatin, mold	
4. Have students read SH1 aloud.	▤ SH1: Types of Salads
5. Conduct the salad-selection activity for different types of meals.	
☐ Divide the class into small groups and distribute SH2 and the SA.	
☐ Go over the meal types, salad use, and recommended salad types and portions on SH2.	▤ SH2: How to Choose a Salad
☐ Direct students to complete the SA. They may use SH2 to help them.	✍ SA: Selecting Salads
☐ Each group selects salad types and portion sizes that balance given meals on the activity sheet.	
☐ Discuss the responses from each group, asking for reasons for their choices. Each group also presents the group-developed meal and choice of salad type and portion size with reasons for their choices.	
6. Present SH3, which describes the parts of a salad and lists tips for handling and preparing salads.	▤ SH3: Salad Preparation Tips
7. Complete the fresh-fruit experiment by comparing the fruit in each of three bowls.	
8. Summarize the lesson.	

Evaluation

1. Have students complete the SPC.	☑ SPC: Salad Check
2. Provide feedback.	

Presentation **Resources**

Note: The correct answers to the SPC are as follows:

Part I:

1. congealed
2. garnish
3. bruised
4. body
5. protein
6. main dishes

Part II: (answers will vary)

In Other Programs:

English

Have students write a letter to the school cafeteria manager requesting the addition/deletion of food items for the salad bar.

Science

Have students identify the acidity of various fruits.

Types of Salads

Leafy Green Salads

Leafy green salads are most popular served as **appetizers** before the main course. A green salad is inexpensive to make. Different ingredients can be added for eye appeal and texture variety. The main ingredient is lettuce. Leafy green salads are light and easy to digest. Different dressings can be added to give different tastes.

When the size of the portion is large and substantial and ingredients are added, the green salad may be used as a **main course.** Vegetables such as tomatoes, broccoli, beans, peas, and cheese,and meats such as chicken or ham, for example, can be added to the lettuce to make a substantial meal.

Vegetable Salads

Vegetable salads are highly nutritious and add flavor and color to a meal. They are usually served with a meal as **an accompaniment** and may substitute for a hot vegetable. Three bean salad and carrot salad are two examples of popular vegetable salads. Vegetables may be canned or fresh, and they are mixed with a dressing containing some vinegar and oil or mayonnaise.

Starch Salads

Starch salads are usually served as **an accompaniment** in place of a hot vegetable or starch like macaroni, rice, or potato. Different dressings and additions give these salads a variety of tastes. Examples of starch salads are pasta salad, potato salad, and macaroni salad. Starch salads are heavy salads.

Fruit Salads

Fruit salads are most often served as an **appetizer or a dessert.** They may be made of fresh, frozen, or canned fruits. Fruits may be combined to form fruit cocktail, or a large section of fruit, such as a slice of melon, may be served.

Protein Salads

Protein salads contain protein-rich foods such as meat, poultry, seafood, cheese, or eggs as the main ingredient. Egg salad, ham salad, and chicken salad are common protein salads. Shrimp salad, crabmeat salad, and tuna salads are examples of seafood salads that are protein-rich.

Small protein salads may be served as **appetizers or accompaniments**. Large protein salads may be used for **main-course** salads.

Gelatin Salads

Gelatin salads use a gelatin base. Different flavors of gelatin are used and gelatin salads can be molded into various shapes. Ingredients such as fruit, nuts, vegetables, cheese, or cream may be added. A favorite gelatin salad is lime gelatin mixed with crushed pineapple and whipped cream. Sweet gelatin salads make good **desserts. Main-dish** gelatin salads usually use plain gelatin mixed with vegetables, meats, and seafood, and other ingredients such as mayonnaise or sauces to add flavor.

Student Handout 2

How to Choose a Salad

The type of salad and the size of the portion determine how well it balances a meal.

Appetizer or Accompaniment Salads	Salad Type	Portion
Light salads complement a heavy meal	leafy green fruit gelatin protein with greens	small or medium
Medium salads complement a medium-weight meal	leafy green fruit protein with greens	medium to large
	vegetable starch protein gelatin with other ingredients	small
Heavy salads complement a light meal	vegetable starch protein gelatin with other ingredients	medium

Student Activity ✎

Selecting Salads

Name: ____________________

Date: ____________________ Period: __________

Directions: (1) Choose an appropriate type of salad to go with each meal listed below. (2) List the portion size you would recommend.

Heavy Meals		**Salad Use**	**Type of Salad**	**Portion Size**
1.	roast beef, baked potato	accompaniment		
2.	baked ham, pasta, beans	appetizer		
Medium Meals				
3.	hamburger, fries	accompaniment		
4.	burritos and beans	dessert		
Light Meals				
5.	soup	main course		
6.	ham sandwich	accompaniment		

Group Choice of Meal:

____

Salad Preparation Tips

I. Parts of a Salad

Base. The base of a salad is usually made up of leaves of greens. The purpose of a base is to cover the plate so it doesn't look bare. The base is omitted with most green salads since the greens cover the plate or bowl.

Body. The body is the main part of the salad. Tuna is the body of tuna salad. Lettuce is the body of a tossed green salad.

Garnish. A garnish adds color, texture, or contrast to a salad. It is placed on top of a salad before it is served. Garnishes give a salad eye appeal. Examples of garnishes are shredded cheese, a slice of fruit, whole or chopped nuts, olives, cucumber curls or slices, and parsley.

Dressing. The dressing is a sauce added to a salad to give it more flavor. Often the dressing is mixed with the salad during preparation to hold or bind the ingredients together. Mayonnaise performs this function in potato salad. The dressing of a green salad is added just before serving so the dressing does not wilt the salad greens.

II. Tips

Handling

☐ Wash all fruit, vegetables, and greens carefully.

☐ Drain vegetables thoroughly before using them.

☐ Raw vegetables should be crisp, fresh, dry, cold, and clean.

☐ Discard any wilted, discolored, or shriveled salad greens.

Preparing

☐ To prevent bruising of salad greens, use sharp tools.

☐ Use citrus juice such as orange or lemon juice to prevent fruit and vegetables from turning dark when cut.

☐ Cut vegetables into recognizable, but bite-size pieces.

☐ Refrigerate prepared salads immediately and keep cool until serving.

Appearance

☐ A salad should never look flat.

☐ The dressing should not drown the salad or drip off the bowl or plate.

☐ Salads should be colorful. Garnishes may help give salads color.

☐ Salads should have a variety of textures.

☐ The flavor of the garnish should not overpower or conflict with the flavor of the salad.

Student Progress Check ☑

Salad Check

Name: ______________________________

Date: ______________________________ Period: ____________

Part I. Directions: From the following list, choose the best word(s) to complete each of the sentences.

dressing
congealed
egg
garnish
poultry
protein
body
vegetable
main dishes
base
bruised
flavors
green
textures
fruit

1. Gelatin salads are also called ______________ salads.

2. A ______________ is an edible decoration that provides color, texture, or flavor to a salad.

3. When preparing greens, always throw away any ______________ parts of the green.

4. The ______________ is the major part of the salad.

5. A ________________ salad is made of meat, poultry, or fish.

6. Salads may be used as appetizers, accompaniments, ________________, or desserts.

Part II. Directions: Choose the type of salad and the portion size for each of the meals below.

7. Meal: fried chicken, mashed potatoes, corn

Use as an appetizer.

Salad type: ______________________

Portion size: ______________________

8. Meal: bean soup

Use as a main course.

Salad type: ______________________

Portion size: ______________________

9. Meal: hamburger, fries

Use as a dessert.

Salad type: ______________________

Portion size: ______________________

Lesson V-30: Interpreting a Recipe

Objective and Introduction

Student Learning Objectives	Identify abbreviations in a recipe. Interpret a recipe.
SPS (July 1994)	O 05.01 Identify terms and measurements related to food and nutrition.

Introduction

A recipe is a guide for preparing a certain food. Recipes are found on the labels of soup cans, on packaged food boxes or bags, on cereal boxes, as well as in magazines, newspapers, and cookbooks. Recipes have the information a cook needs to complete the preparation or cooking of a particular food. They include step-by-step instructions, the number of servings the recipe will make, and the cooking time and temperature. Common abbreviations are found in most recipes. It is important for cooks to understand these abbreviations so that they can put together the right amounts and proportions, and the final food will have the intended taste and texture.

In this lesson, students will learn through discussion and practice activities to interpret a recipe and identify common abbreviations found in recipes.

Teacher Activity

Preparation

1. Review the lesson.
2. Duplicate the Student Handout (SH), "Common Recipe Abbreviations."
3. Duplicate the Student Activity (SA), " Abbreviation Practice."
4. Duplicate the Student Progress Check (SPC), "Reading a Recipe."
5. Have available magazines or newspapers with recipes that students can cut out.

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Conduct a group activity in which students look for common elements in recipes.	
☐ Divide the class into small groups and give each group a magazine or newspaper containing recipes. Have each student cut out one recipe that requires cooking and glue the recipe on a piece of paper.	
☐ Have students read their own recipes, listing any abbreviations with which they are unfamiliar.	
☐ Have students exchange recipes and read other students' recipes. As a group, students can decide on the elements that are common to all recipes.	
☐ Have groups share their decisions about the common elements in recipes. Write student responses on chalkboard or flip chart.	chalkboard or flip chart
3. Review abbreviations on the SH, "Common Recipe Abbreviations."	SH: Common Recipe Abbreviations
☐ To illustrate the importance of knowing abbreviations, give an example of a mistake that was made in interpreting an abbreviation. For example, the difference between a teaspoon and a tablespoon of baking powder could make a recipe a disaster.	

Presentation **Resources**

4. Conduct abbreviation practice activities.

   ☐ Have students practice the abbreviations orally in pairs.

   ☐ Have students complete the SA individually.

✎ SA: Abbreviation Practice

5. Summarize the lesson.

Evaluation

1. Have students complete the SPC.

☑ SPC: Reading a Recipe

2. Provide feedback.

Note: The correct answers to the SPC are as follows:

1. Russian Tea Cakes or cookies
2. 300 degrees
3. 2 1/4 cups
4. after the butter, sugar, and vanilla are mixed
5. four dozen
6. in the beginning, when you mix it with the butter and vanilla
7. round balls
8. one inch in diameter
9. about five minutes
10. one-fourth teaspoon

In Other Programs:

English

Have students write a recipe for success.

Student Handout

Common Recipe Abbreviations

t = teaspoon

T = tablespoon

C = cup

pt. = pint

qt. = quart

doz. = dozen

hr. = hour

in. = inch

min. = minute

med. = medium

lg. = large

oz. = ounce

lb. or # = pound

cal. = calorie

M.S.G. = monosodium glutamate

temp. = temperature

sec. = second

10X or XXXX = confectioners' sugar (powdered)

Student Activity ✍

Abbreviation Practice

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write the word for each abbreviation below:

1. 6 oz. nuts ____________________________

2. 2 qt. casserole dish ______________________

3. 3 T sugar ____________________________

4. 1 t mustard __________________________

5. 1 lb. can tomatoes ______________________

6. 1 lg. egg ____________________________

7. med. saucepan ________________________

8. 1 C flour ____________________________

9. 1/2 doz. cookies ______________________

10. What are the abbreviations for these terms?

pint ________

quart _______

minute ______

Student Progress Check ☑ **Reading a Recipe**

Name: ____________________

Date: ____________________ Period: __________

Directions: Read the following recipe and then answer the questions below.

Russian Tea Cakes

1 C margarine or butter
1/2 C 10X sugar
1 t vanilla
2 1/4 C all-purpose flour
1/4 t salt
3/4 C finely chopped nuts

Heat oven to 400 degrees. Mix thoroughly butter, sugar, and vanilla. Work in flour, salt, and nuts until dough holds together. Shape dough into 1-in. balls. Place on ungreased baking sheet.

Bake 10 min. then reduce temp. to 300 degrees for 5 min. or until set, but not brown. While warm, roll in 10X sugar. Cool. Roll in sugar again. Makes about 4 doz. cookies.

Questions:

1. What is the name of the food made in this recipe? ____________________

2. What is the baking temperature after the oven is turned down? ____________________

3. How much flour is needed for this recipe? ____________________

4. When do you add the flour, salt, and nuts? ____________________

5. How many cookies does this recipe make? ____________________

6. When do you first use the 10X sugar? ____________________

7. In what shape do you form the dough? ____________________

8. What size are the cookies before they are baked? ____________________

9. How long should you bake the cookies? ____________________

10. How much salt does the recipe call for? ____________________

Lesson V-31: Menu Planning

Objective and Introduction

Student Learning Objectives	Develop well-planned menus.
SPS (July 1994)	O 05.03 Plan, prepare, and serve nutritious snacks and other foods.
Introduction	Menus are one of the main selling tools of a food service. Menus come in all shapes and styles, but every menu should meet three standards of quality. (1) Menus should be presented in a format that is eye appealing and easy to read. (2) Menus should be planned to include a variety of foods so customers are tempted to order several items and to want to return to try other dishes. (3) Menus should be planned to provide customers with a balanced meal. Choices of foods from the main food groups should be available. In this lesson, students will learn, through discussion and practice activities, to develop a well-planned menu that meets the standards for pleasing format, variety, and balance.

Teacher Activity

Preparation

1. Review the lesson.

2. Duplicate the following:

   - ☐ Student Handout 1 (SH1), "Guidelines for Designing a Menu"
   - ☐ Student Handout 2 (SH2), "Planning for Variety and Balance"
   - ☐ Student Handout 3 (SH3), "Typical Meal Patterns"

3. Duplicate the Student Activity (SA), "Judging Menu Quality."

4. Have the following available:

   - ☐ enough sample menus for each work group to evaluate for the practice activity
   - ☐ paper and magic markers or paints appropriate for creating menus

---

Presentation

1. Introduce the topic and the student learning objective.

   - ☐ Point out how menu planning can determine the success or failure of the food-service operation.

   - ☐ Menu planners must determine the characteristics and preferences of their customers so they can keep customers satisfied while at the same time making a profit. Having fresh lobster on a menu when most customers really want barbecued ribs is not good menu planning.

2. Explain and discuss the food guide pyramid.

3. Lead students to identify the four main purposes of menus and explain their importance:

   - ☐ To inform the customer about the food choices available.

   - ☐ To promote the sales of food items.

Resources

◙ Objective and Introduction

Presentation	Resources
☐ To help determine the work schedule and number of employees required for the food preparation.	
☐ To guide food purchasing.	
4. Explain the considerations you must take into account while menu planning:	
☐ The food costs and labor involved in the preparation must be carefully calculated to ensure that the menu item will be profitable.	
☐ The food must be readily available to the food service and the storage space must be sufficient.	
5. Present the three standards of quality for all menus: format, variety, and balance. Explain that the class will be learning about these three areas and then have a chance to apply the guidelines to actual menus.	
☐ Go over each of the points on SH1 for designing a menu format.	🗎 SH1: Guidelines for Designing a Menu
☐ Go over the importance of menu variety and balance, as described on SH2. Remind students about the major food groups.	🗎 SH2: Planning for Variety and Balance
6. Present the typical meal patterns for breakfast, lunch, and dinner as presented SH3.	🗎 SH3: Typical Meal Patterns
7. Conduct the menu-evaluation activity.	
☐ Divide the class into work groups of three or four students each.	
☐ Distribute the restaurant menus to each group, and have students use the SA checklist to evaluate their menu as a group.	✍ SA: Judging Menu Quality
☐ Have students share their group checklist and give reasons for their decisions.	
☐ Provide feedback.	

Presentation	Resources
8. Summarize the lesson. **Evaluation** 1. Have students plan and develop a menu for a holiday meal or design an entire menu for one meal for a restaurant or food service they choose or create. ☐ Have students follow the guidelines on SH1, SH2, and SH3 for developing a quality menu. ☐ Have students do a self-check with the SA checklist. 2. Provide feedback.	

In Other Programs:

Science

Have students develop personal menus that incorporate the five food groups in a pyramid.

Student Handout 1 **Guidelines for Designing a Menu**

General Format

1. Plan the cover of the menu to follow the theme of the restaurant. Example: If the restaurant serves mainly seafood, a menu design that is related to the sea would be appropriate.
2. Plan the menu to be a reasonable, convenient size. Menus that are too large are awkward to hold and to store.
3. The cover should be durable and not easily folded or bent.

Arrangement of Items

1. Present menu items in the order in which they will be served during the meal.
2. Arrange items so they create an orderly appearance.
3. Group foods of a similar type together for ease of reading. Example: All salad items should be presented together.
4. List the side dishes served with a meal to the right or below the list of main items.

Reading and Writing Tips

1. Capitalize the first letter in the name of each menu item.
2. Use foreign terms only when necessary.
3. Avoid spelling errors.
4. List the establishment's name, telephone number, and hours of operation.
5. Leave space between each item for easy reading.
6. Use descriptive names for food items to add interest to the item. Example: "Steaming baked potato with butter" is more enticing than "baked potato."
7. Select a print size for easy reading.

Student Handout 2 Planning for Variety and Balance

I. Variety in foods means that there are differences in flavor, color, texture, temperature, and method of preparation.

Flavor. Keep flavors varied. Example: Don't serve peaches as a side dish and peach pie as the only dessert.

Color. Avoid serving together foods that all have the same color. Example: Pork chop, applesauce, and macaroni and cheese are all similar in color.

Texture. Foods in a meal should have a variety of textures: crunchy, crisp, smooth, and tender.

Temperature. Serve hot and cold foods in the same meal. Example: Hot soup, cold salad.

Methods of preparation. Avoid the same preparation method for all meal items. Example: Avoid fried chicken, french fries, and fried squash in the same meal.

II. A balanced menu includes foods from each of the five food groups, according to the current food guide pyramid (most from "breads and cereals" and least from "other" group):

1. breads and cereals
2. vegetables and fruits
3. meats, poultry, fish, eggs, beans, and nuts
4. milk and milk products
5. other (fats and sweets)

Student Handout 3

Typical Meal Patterns

Menus should provide light, medium, and heavy meals for customers:

	Breakfast	Lunch	Dinner
Light	Fruit /juice Egg/cereal Toast/muffin Beverage	One main dish (salad or sandwich) Beverage	Main dish (meat, fish, or poultry) Two vegetables Bread/rolls Beverage
Medium	Fruit /juice Egg Bacon/meat Toast/muffin Beverage	Two main dishes (salad/soup/sandwich) Beverage	Main dish (meat, fish, or poultry) Two vegetables Salad Bread/rolls Dessert Beverage
Heavy	Fruit /juice Cereal/grits/fried potatoes Egg Bacon/meat Toast/muffin Beverage	Two main dishes Dessert Bread/rolls Beverage	Appetizer Main dish Two vegetables Salad Bread/rolls Dessert Beverage

Student Activity

Judging Menu Quality

Name: ____________________________

Date: ____________________________ Period: ____________

Directions: Look over the menu for the factors that create a quality menu: format, variety, and balance. Use the checklist to help you evaluate this menu.

Cover

_____ The cover design is pleasing to look at; it reflects the restaurant's specialty or type.

_____ The cover is durable.

_____ The size is easy to handle.

Arrangement of Food Items

_____ Items are arranged so they create an orderly appearance.

_____ Items are grouped with other foods of a similar type.

_____ The side dishes served with a meal are listed at the right or below the main item.

Readability

_____ The first letter in the name of each menu item is capitalized.

_____ Foreign terms are used only when necessary.

_____ No spelling errors exist.

_____ The establishment's name, telephone number, and hours of operation are listed.

_____ Space is left between each item listed for easy reading.

_____ Descriptive names for food items are added.

_____ The print size is large enough for easy reading.

Student Activity - cont.

Variety. Check the ways in which variety in foods is found in the menu.

_____ Flavors

_____ Colors

_____ Textures

_____ Temperatures

_____ Methods of preparation

Suitability for Customers

_____ The menu contains the food items and uses preparation methods that the restaurant's customers prefer.

Balance of Foods Offered

_____ The menu contains items in each of the five food groups according to the food guide pyramid.

_____ The menu provides for light, medium, and heavy appetites.

Lesson V-32: Food Service within the Tourist Industry

Objective and Introduction

Student Learning Objective	Identify the different types of food-service businesses associated with the tourist industry.
SPS (July 1994)	Not Applicable.
Introduction	The food-service industry is a very important part of the tourist industry in any part of the country. Florida's food-service industry is especially critical to the tourist industry and vice versa. To understand the interrelationship of the two industries is to understand the potential for growth of the food-service industry in Florida, and therefore the potential for more jobs, as Florida's tourist industry continues to grow. In this lesson, students will listen to a guest speaker from the food-service/tourist industry and ask questions to identify the different types of food-service businesses associated with the tourist industry.

Teacher Activity

Preparation

1. Review the lesson.
2. Prepare the Student Handout (SH), "Types of Food Service within Tourism."
3. Arrange for a guest speaker from a local tourist-related food-service business. Share the SH and the SA questions with him/her.
4. Duplicate the Student Activity (SA), "Questions about Tourism/Food Service."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss the different types of food-service businesses in the tourist industry as listed on the SH.	SH: Types of Food Service within Tourism
3. Introduce the speaker.	
Note: Have students complete the SA during the presentation. Remind them to ask questions if the speaker doesn't give them all the information they need.	SA: Questions about Tourism/Food Service
4. After the speaker's presentation, provide feedback on the students' answers to the SA.	
5. Summarize the lesson.	
Evaluation	
1. For a student progress check, have students write a one-page essay describing the types of food-service businesses associated with the tourist industry. The essays should contain information presented by the speaker and in the student handout.	
2. Provide feedback.	

In Other Programs:

Student Services

Counsel students on the importance of awareness of various ethnic foods.

Student Handout

Types of Food Service within Tourism

1. **Full-Menu Restaurants:**

☐ have more than a dozen or so main-course items on the menu

☐ cook to order

☐ may be casual or formal

☐ may be categorized in terms of price, menu, atmosphere, market, theme, ethnicity

2. **Limited-Menu Restaurants:**

☐ have a smaller selection of food than full-menu restaurants

☐ provide limited service

☐ consider speed of preparation and delivery

☐ are dominated by hamburger chains

3. **Commercial Cafeterias:**

☐ allow the customer to see the prepared menu items when selecting

☐ are strong in the Southern United States

4. **Hotel/Motel Food Service:**

☐ involves all types of restaurants as described above, including providing room service off a limited menu (usually)

☐ serves hotel guests, and area residents and visitors

☐ realizes little or no profit, except at peak tourist season or during other large events tied to the community

5. **Transportation-Industry Food Service:**

☐ includes meals for travelers (airways, ships, and railways) and food-service businesses within terminal facilities and along interstate highways

6. **Leisure-Related Industry:**

☐ involves all types of food-service businesses as listed above

☐ includes leisure-related businesses in theme parks, concert or sports arenas, stadiums, tracks, movie theaters, bowling alleys, summer camps, private clubs, resorts, golf courses, and food-service establishments on beaches

Student Activity **Questions about Tourism/Food Service**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: As the guest speaker presents information, write the answers to the questions below. If the speaker doesn't answer any of the questions, be sure to ask him/her the question(s).

1. At what type of food-service establishment serving the tourist population does the speaker work? What is the name of the business? Within what tourist attraction is it located? Does it serve its guests?

2. What type of menu does the business have and what are some examples of the entrees served?

3. Does his/her food-service business do more business at some times of the year than at others? When is business best and why?

4. What are some ways that the success of the tourist industry in the area affects the food-service business, and vice versa?

Lesson V-33: The Edible Centerpiece

Objective and Introduction

Student Learning Objective

Create an attractive, edible centerpiece.

SPS (July 1994)

E 02.07 Complete an activity related to food and nutrition careers.

Introduction

One of the keys to success in some food and nutrition careers is not only the taste and nutritional quality of the food prepared and served, but presentation of the food in an attractive way. For example, some food-service careers such as cake decorator or caterer put special emphasis on the way food looks. Indeed, ensuring the attractiveness of food is an important part of these types of jobs, and people who do them must have artistic, creative qualities. But creativity in the kitchen isn't limited to the professional. Taking a creative approach to the preparation of food for entertaining family and friends can add to the pleasure and success of such occasions.

In this lesson, students will observe a demonstration and work in groups to make an appealing, edible centerpiece.

Teacher Activity

Preparation

1. Review the lesson.
2. Arrange for a guest demonstrator from the food-service industry, or prepare to demonstrate the creation of an attractive, edible centerpiece. Gather supplies that will be needed by the guest demonstrator or yourself.
3. Duplicate the Student Activity (SA), "Creating an Edible Centerpiece."
4. Develop a plan to obtain the ingredients needed for the group projects. If the school budget does not allow for purchasing the ingredients needed, perhaps you can arrange for a sponsor, such as a local service organization or food-related business, to cover the cost. Another idea would be to ask for help with supplies from students by having each to bring some ingredients needed from home. You may want to consider putting a cost cap on what can be spent per project.
5. Duplicate the Student Progress Check (SPC), "Evaluation of Group Projects."

Presentation	Resources
1. Introduce the topic and the student learning objective.	● Objective and Introduction
2. Introduce the guest speaker from the food-service industry and explain the type of job he/she has. ☐ Have the guest conduct the demonstration and explain what is being done as he/she creates an attractive, edible centerpiece. (Or, conduct a demonstration yourself by creating an edible centerpiece while explaining the process to the class. For example, halve a cantaloupe, pare the rind, and scoop out the seeds from each half. Place the cut side down on a large plate, and attach cubes or small slices of cheese with toothpicks to cover the outside of the peeled cantaloupe.) ☐ Tell students they will work in groups to create an edible centerpiece of their own. Encourage them to ask you or the demonstrator questions with the coming assignment in mind.	

Presentation	Resources
3. After the demonstration, explain the student activity, and divide the class into groups of four or more. The groups should be given several class periods in which to plan their centerpiece and to create it.	✍ SA: Creating an Edible Centerpiece
4. Have each group present its centerpiece and explain the way it was made, the cost of making it, and the nutritional value of the ingredients used.	
5. Provide feedback by having other students individually evaluate each group's presentation using the Feedback to Student Activity worksheet, "Rating Group Projects." Collect students' feedback worksheets, total each group's ratings, and average for each group. Write the ratings on the chalkboard or a flip chart.	⬌ Feedback to SA chalkboard or flip chart
6. Summarize the lesson.	
Evaluation	
1. Use the SPC to evaluate students' performances and products.	☑ SPC: Evaluation of Group Projects
2. Allow the students to eat the projects.	

In Other Programs:

Social Studies

Locate a book about Monticello or Colonial Williamsburg and show students examples of epergnes and other popular edible centerpieces.

Student Activity

Creating an Edible Centerpiece

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: After you have been assigned to a group, work together to plan and create an attractive and edible centerpiece. Use the checklist below.

I. Planning

____ **1.** As a group, brainstorm ideas for an attractive and edible centerpiece.

Note: When brainstorming, one group member should serve as recorder. Members should share all of their ideas, even if they think their ideas are stupid or impossible. No one should criticize another's ideas. The recorder should write all ideas down. Later, after the ideas are shared, the group should look at each idea and narrow down the possibilities.

____ **2.** Discuss the ideas and begin to cut down the list by eliminating some of the ideas. You may want to combine more than one idea to come up with your group's centerpiece.

____ **3.** Choose a base to which edibles can be attached.

____ **4.** Choose the edibles to be used.

____ **5.** Determine how the centerpiece will be held together -- toothpicks; spreadable food such as icing, peanut butter, cream cheese, or melted chocolate; or some other method.

____ **6.** Make a list of the food and supplies you will need and appoint one or more members of the group to get the supplies. (The teacher may arrange to purchase the supplies, get sponsorship of the cost, or ask parents to help out by supplying the ingredients.)

____ **7.** Have the recorder keep a record of the actual costs after the ingredients are purchased.

Student Activity - cont. ✍

II. Preparation

____ 8. Use a recipe. If you have no recipe, use the list of ingredients the group decided on in the planning stage and write down each step you think you will follow as you prepare the centerpiece.

____ 9. Decide who will do which tasks, such as cutting foods, preparing the base, attaching the food, etc.

____ 10. Have the recorder write down the process, or steps taken, as the group makes the centerpiece.

____ 11. Decide who will be the group's speaker(s). The speaker(s) will use the recorder's notes to prepare presentation notes for explaining to the class the way the centerpiece was created, the ingredients used, the nutritional value, and the estimated cost.

III. Presentation to Class

____ 12. Each group's speaker(s) give(s) a presentation about its centerpiece.

____ 13. Students in the audience will rate each group according to the Group Project Rating Scale, as follows:

25 points: Creativity of idea chosen

25 points: Attractiveness of final centerpiece produced (how well the idea was carried out)

25 points: Process used in planning and preparing (according to checklist steps and recorder's notes)

15 points: Economy (low cost) of the centerpiece

10 points: Presentation of project to class

Feedback to SA ⟺

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: For each category below, give points according to your observations. The maximum amount of points per category is listed. Then total the points for all categories to determine the rating for that group.

Repeat for each group centerpiece.

Group 1

_____ 25 points: Creativity of idea chosen

_____ 25 points: Attractiveness of final centerpiece produced (how well the idea was carried out)

_____ 15 points: Economy (low cost) of the centerpiece

_____ 25 points: Process used in planning and preparing (according to checklist steps and recorder's notes)

_____ 10 points: Presentation of project to class

_____ **Total**

Group 2

_____ 25 points: Creativity of idea chosen

_____ 25 points: Attractiveness of final centerpiece produced (how well the idea was carried out)

_____ 15 points: Economy (low cost) of the centerpiece

_____ 25 points: Process used in planning and preparing (according to checklist steps and recorder's notes)

_____ 10 points: Presentation of project to class

_____ **Total**

Feedback to SA - cont. ⟺

Group 3

_____ 25 points: Creativity of idea chosen

_____ 25 points: Attractiveness of final centerpiece produced (how well the idea was carried out)

_____ 15 points: Economy (low cost) of the centerpiece

_____ 25 points: Process used in planning and preparing (according to checklist steps and recorder's notes)

_____ 10 points: Presentation of project to class

_____ **Total**

Group 4

_____ 25 points: Creativity of idea chosen

_____ 25 points: Attractiveness of final centerpiece produced (how well the idea was carried out)

_____ 15 points: Economy (low cost) of the centerpiece

_____ 25 points: Process used in planning and preparing (according to checklist steps and recorder's notes)

_____ 10 points: Presentation of project to class

_____ **Total**

Group 5

_____ 25 points: Creativity of idea chosen

_____ 25 points: Attractiveness of final centerpiece produced (how well the idea was carried out)

_____ 15 points: Economy (low cost) of the centerpiece

_____ 25 points: Process used in planning and preparing (according to checklist steps and recorder's notes)

_____ 10 points: Presentation of project to class

_____ **Total**

Student Progress Check ☑

Evaluation of Group Projects

The teacher will use the following guidelines to evaluate student projects:

1. For each category shown below, give points according to your observations. The maximum number of points per category is listed.
2. Then total the points for all categories to determine the grade for each group.
3. Repeat for each group centerpiece.

Group 1

_____ 25 points: Creativity of idea chosen

_____ 25 points: Attractiveness of final centerpiece produced (how well the idea was carried out)

_____ 15 points: Economy (low cost) of the centerpiece

_____ 25 points: Process used in planning and preparing (according to checklist steps and recorder's notes)

_____ 10 points: Presentation of project to class

_____ **Total**

Group 2

_____ 25 points: Creativity of idea chosen

_____ 25 points: Attractiveness of final centerpiece produced (how well the idea was carried out)

_____ 15 points: Economy (low cost) of the centerpiece

_____ 25 points: Process used in planning and preparing (according to checklist steps and recorder's notes)

_____ 10 points: Presentation of project to class

_____ **Total**

Student Progress Check - cont. ☑

Group 3

_____ 25 points: Creativity of idea chosen

_____ 25 points: Attractiveness of final centerpiece produced (how well the idea was carried out)

_____ 15 points: Economy (low cost) of the centerpiece

_____ 25 points: Process used in planning and preparing (according to checklist steps and recorder's notes)

_____ 10 points: Presentation of project to class

_____ **Total**

Group 4

_____ 25 points: Creativity of idea chosen

_____ 25 points: Attractiveness of final centerpiece produced (how well the idea was carried out)

_____ 15 points: Economy (low cost) of the centerpiece

_____ 25 points: Process used in planning and preparing (according to checklist steps and recorder's notes)

_____ 10 points: Presentation of project to class

_____ **Total**

Group 5

_____ 25 points: Creativity of idea chosen

_____ 25 points: Attractiveness of final centerpiece produced (how well the idea was carried out)

_____ 15 points: Economy (low cost) of the centerpiece

_____ 25 points: Process used in planning and preparing (according to checklist steps and recorder's notes)

_____ 10 points: Presentation of project to class

_____ **Total**

Lesson V-34: Nutritious Snacks and Mini-Meals

Objective and Introduction

Student Learning Objective	Plan, prepare, and serve nutritious mini-meals and snacks.
SPS (July 1994)	O 05.03 Plan, prepare, and serve nutritious meals and snacks.

Introduction

As a student gets older, he/she will begin to have some responsibility for making nutritious snacks or meals for himself/herself and friends or family. The tasks involved include several that have been taught earlier, such as planning a menu, interpreting a recipe, measuring accurately, preparing for cooking, using particular cooking techniques, and serving food. It is at this stage that a person may begin to recognize a talent for and an enjoyment of food preparation.

In this lesson, students will use many of the skills taught earlier to plan, prepare, and serve nutritious mini-meals and snacks.

Teacher Activity

Preparation

1. Review the lesson.

2. Select recipes for snacks and mini-meals from which students may choose.

3. Develop a plan to obtain the ingredients needed for the group projects. If the school budget does not allow for purchasing the ingredients needed, perhaps you can arrange for a sponsor, such as a local service organization or food-related business, to cover the cost. Another idea would be to ask each student to bring some needed ingredients from home. You may want to consider putting a cost cap on what can be spent per project.

4. Duplicate the Student Activity (SA), "Making Nutritious Foods for Friends."

5. Duplicate the Student Progress Check (SPC), "Evaluation of Group Projects," one per group.

Presentation	Resources
1. Introduce the topic and the student learning objective.	◙ Objective and Introduction
2. Review information about the following tasks that have been learned by students earlier: ☐ identifying and using small and large equipment ☐ using cooking and menu terms ☐ interpreting and using recipes ☐ following kitchen safety and sanitation practices ☐ measuring ingredients ☐ planning balanced meals	
3. Have students complete the SA. ☐ Explain the SA to the students. ☐ Assign students to groups of four or more and assign one of the food groups to each student group.	✍ SA: Making Nutritious Foods for Friends

Presentation	Resources
☐ Give the groups recipes from which to choose.	
☐ After the groups determine what they will prepare, arrange to purchase the ingredients they will need.	
☐ Have groups prepare their dishes in the kitchen lab.	
☐ Set up a buffet-style serving table. Have each group assign a student to serve its group's dish to the class.	
☐ After the class has sampled all the dishes, have students complete the Feedback to Student Activity form, "Rating Group Projects."	⬌ Feedback to SA
Evaluation	
1. Tally the evaluations provided by the class, enter the totals on each group's SPC, and complete the additional portion.	☑ SPC: Evaluation of Group Projects
2. Provide feedback by giving each student group its group SPC with a grade indicated.	

In Other Programs:

Language Arts

Have students pretend to be food critics for the local or student newspaper and have them write a review of the food experience provided by the lesson.

Mathematics

Discuss the concept of "volume," using the dimensions of pots and pans as examples.

Student Services

Serve as a volunteer evaluator for the class and complete one of the feedback forms.

Student Activity ✍ **Making Nutritious Foods for Friends**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: After you have been assigned to a work group and the group has been assigned a food group, work together to plan and prepare a nutritious snack or dish for a sleepover party with friends.

____ **1.** As a group, decide what you will make for the "sleepover party" by choosing a recipe from the ones provided by the teacher for the food group you have been assigned.

____ **2.** Decide who will complete which tasks for the group. The various jobs are:

- recorder
- prep worker(s) and cook(s)
- server(s) of the dish
- cleanup workers (or all class members can help with cleanup)

____ **3.** The recorder should make a list of ingredients that will be needed and give this to the teacher. (The teacher may arrange to purchase the supplies, get sponsorship of the cost, or ask parents to help out by supplying the ingredients.)

____ **4.** The servers from each group will meet as a subgroup and determine how the buffet will be set up, what supplies and equipment for serving will be needed, and who will be responsible for listing serving needs and sharing the list with the teacher.

____ **5.** Have the recorder write down the process, or steps taken, as the group plans, prepares, and serves the dish.

____ **6.** After the ingredients are provided, the prep and cook crew will use the recipe and work together to prepare the dish.

____ **7.** While the dish is being prepared, the servers from each group will work together to set up the buffet table and prepare for serving.

Student Activity - cont. ✍

____ 8. When all the groups dishes are prepared, the servers will serve the food buffet style to the class and teacher.

____ 9. After the food has been eaten, clean up the kitchen labs and serving area.

____ 10. Have the recorder give his/her notes containing the recipe used, the ingredients and serving supplies needed, and an outline of the process of planning, preparing, and serving.

Note: Students in the class will rate each group according to the following:

25 points: Taste of the dish

25 points: Nutritiousness of the dish

25 points: Quality of service (how well the dish was served)

The teacher will provide the rating for the remaining 25 points of the rating:

25 points: Process used in planning and preparing (according to checklist steps and the recorder's notes)

Feedback to SA ↔

Rating Group Projects

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: For each category below, give points according to your observations. The maximum amount of points per category is listed.

Group 1

_____ 25 points: Taste of the dish
_____ 25 points: Nutritiousness of the dish
_____ 25 points: Quality of service (how well the dish was served)

Group 2

_____ 25 points: Taste of the dish
_____ 25 points: Nutritiousness of the dish
_____ 25 points: Quality of service (how well the dish was served)

Group 3

_____ 25 points: Taste of the dish
_____ 25 points: Nutritiousness of the dish
_____ 25 points: Quality of service (how well the dish was served)

Group 4

_____ 25 points: Taste of the dish
_____ 25 points: Nutritiousness of the dish
_____ 25 points: Quality of service (how well the dish was served)

Group 5

_____ 25 points: Taste of the dish
_____ 25 points: Nutritiousness of the dish
_____ 25 points: Quality of service (how well the dish was served)

Student Progress Check ☑ Evaluation of Group Projects

Note: This SPC is for you, the teacher, to use when evaluating projects.

For each group, do the following:

1. For the first three categories listed below (taste of the dish, nutritiousness of the dish, and quality of service), give points according to the averaged scores taken from the student-feedback forms.
2. For the fourth category (process), assign points based on your observations and the notes submitted by the reporter for the group.
3. Then total the points for all categories to determine the grade.

Group 1

_____ 25 points: Taste of the dish
_____ 25 points: Nutritiousness of the dish
_____ 25 points: Quality of service (how well the dish was served)
_____ 25 points: Process used in planning and preparing (according to checklist steps, recorder's notes, and teacher observations)

_____ **Total**

Group 2

_____ 25 points: Taste of the dish
_____ 25 points: Nutritiousness of the dish
_____ 25 points: Quality of service
_____ 25 points: Process used in planning and preparing

_____ **Total**

Group 3

_____ 25 points: Taste of the dish
_____ 25 points: Nutritiousness of the dish
_____ 25 points: Quality of service
_____ 25 points: Process used in planning and preparing

_____ **Total**

Student Progress Check - cont. ☑

Group 4

_____ 25 points: Taste of the dish
_____ 25 points: Nutritiousness of the dish
_____ 25 points: Quality of service
_____ 25 points: Process used in planning and preparing

_____ **Total**

Group 5

_____ 25 points: Taste of the dish
_____ 25 points: Nutritiousness of the dish
_____ 25 points: Quality of service
_____ 25 points: Process used in planning and preparing

_____ **Total**

Lesson V-35: Fast-Food Restaurants

Objective and Introduction

Student Learning Objective	Design, prepare, and serve a "fast-food restaurant" meal.
SPS (July 1994)	E 02.07 Complete an activity related to food and nutrition careers.
Introduction	Sometimes the best way to learn about something is to do it. Therefore, learning on the job could be the most effective way to learn about the food-service business. Because of the students' ages, they will have to experience working at a food-service establishment as a simulation. But even in a simulated experience, they will have the opportunity to use the skills and knowledge they have gained earlier in lessons about the food-service industry and preparing and serving food. This lesson is a culminating activity in which students will use the knowledge and skills taught earlier to design, prepare, and serve "fast-food restaurant" food.

Teacher Activity

Preparation

1. Review the lesson.

2. Select recipes from which the class may choose.

3. Develop a plan for arranging for ingredients needed for the "restaurant." If the school budget does not allow for purchasing the ingredients needed, perhaps you can arrange for a sponsor, such as a local service organization or food-related business, to cover the cost. Another idea would be to ask for help with supplies by having students each bring some ingredients needed from home. You may be able to pay for ingredients by charging students who come to the "restaurant" for the food.

4. Arrange to invite other classes to be the "customers" of the restaurant.

5. Duplicate the Student Activity (SA), "Restaurant for a Day."

6. Duplicate the Feedback to Student Activity form, "Customer Survey."

7. Duplicate the Student Progress Check (SPC), "Evaluating the Simulated-Restaurant Experience."

Presentation	**Resources**
1. Introduce the topic and the student learning objective.	◙ Objective and Introduction
2. Review the following knowledge or tasks that have been learned by students earlier: ☐ identifying and using small and large equipment ☐ using cooking and menu terms ☐ interpreting and using recipes ☐ kitchen safety and sanitation habits ☐ menu planning ☐ restaurant tasks such as food purchasing, inventory, food storage, preparation, serving, and cleaning up after customers	

Presentation **Resources**

3. Have students complete the SA.

✍ SA: Restaurant for a Day

☐ Explain the SA to the students.

☐ Have the class vote to choose the type of restaurant they will have--pizza, sandwich deli, or Mexican.

☐ Pass around a list of jobs for students to choose from and sign up for. The sign-up sheet should have the following minimum staffing requirements:

- Planning and managing: 3 students
- Food purchasing: 1 student
- Food inventory: 1 student
- Food storage and prepreparation: 3 students
- Food preparation, cooking, and assembly: 5 students
- Serving: 5 students
- Cleanup: 5 students

Note: If money is collected from "customers," you may want to assign some students to be cashiers.

☐ Help coordinate the planning and preparation for the restaurant. Assign an assistant manager of food preparation, an assistant manager of order taking and serving (front line), and an assistant manager of clean-up. Help individual students understand how to perform their particular jobs.

☐ Help the assigned assistant manager coordinate the food preparation.

☐ Help the assigned assistant manager coordinate the order taking and serving (and cashiering, if that is being done).

☐ After the "customers" have eaten, ask their teachers to have them fill out the "Customer Survey."

⬌ Feedback to SA

☐ Coordinate cleanup with the assigned assistant manager.

Presentation	Resources
Evaluation 1. Take the evaluations provided from the "customers" and tally them, enter the totals on the SPC, and complete the additional portion. 2. Provide feedback by giving the students the totals of the customer surveys and a grade.	☑ SPC: Evaluating the Simulated-Restaurant Experience

In Other Programs:

Language Arts

Have students pretend to be food critics for the local or student newspaper and have them write a review of the food experience provided by the lesson.

Mathematics

Use the lesson financial information kept, if money was charged, and have students compute a profit/loss statement.

Student Services

Work with the students who have chosen serving and taking orders from the "customers" to determine some "customer service" guidelines.

Student Activity ✍

Restaurant for a Day

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: After you have been assigned to a work group and the group has been assigned a food group, work together to plan and prepare a nutritious snack or dish for a sleepover party with friends.

____ **1.** As a group, decide by voting whether to have a pizza parlor, sandwich deli, or a Mexican restaurant.

____ **2.** After you have signed up for a job, complete it. The various jobs are:

Planning and managing

Food purchasing

Food inventory

Food storage and prepreparation

Food preparation, cooking, and assembly

Taking orders and serving

Cleanup

____ **3.** The recorder should make a list of ingredients that will be needed and give this to the teacher. (The teacher may arrange to purchase the supplies, or get sponsorship of the cost, or may ask parents to help out by supplying the ingredients.)

____ **4.** The servers from each group will meet as a subgroup and determine how the buffet will be set up, what supplies and equipment for serving will be needed, and who will be responsible for listing serving needs and sharing the list with the teacher.

____ **5.** Have the recorder write down the process, or steps taken, as the group plans, prepares, and serves the dish.

Student Activity - cont.

____ 6. After the ingredients are provided, the prep and cook crew will use the recipe and work together to prepare the dish.

____ 7. While the dish is being prepared, the servers from each group will work together to set up the buffet table and prepare for serving.

____ 8. When all the group's dishes are prepared, the servers will serve the food buffet style to the class and teacher.

____ 9. After the food has been eaten, clean up the kitchen labs and serving area.

____ 10. Have recorder give his/her notes containing the recipe used, the ingredients and serving supplies needed, and the process of planning, preparing, and serving.

Note: Students who were customers will rate the restaurant according to the following:

25%: Taste and freshness of the food

25%: Prompt and courteous service

25%: Menu design and selections

25%: The teacher will provide the rating for the remaining 25% of the rating based on the process used in planning and preparing (according to checklist steps, observations, and completed paperwork such as inventory, purchase orders, customer order tickets, etc.).

Feedback to SA ⟺

Customer Survey

Name: ______________________________ Teacher's name: ____________________

Date: ______________________________ Period: ______________

Directions: Please answer the questions below about the meal you received from the "restaurant" by circling the answer that is closest to how you feel.

1. The food was:

_____ very good
_____ average
_____ poor

2. The service was:

_____ very good
_____ average
_____ poor

3. The courteousness of staff was:

_____ very good
_____ average
_____ poor

4. Sanitation practices seemed:

_____ very good
_____ average
_____ poor

5. My overall impression was:

_____ very good
_____ average
_____ poor

Student Progress Check ☑

Evaluating the Simulated-Restaurant Experience

For teacher's use when evaluating the class restaurant projects:

For the first five categories listed below, give grade based on the tallies of the Customer Survey. Give the results as a percentage of those answering the survey. These categories are based on the five questions asked on the survey.

For the sixth category, assign a grade based on your observations and the completed forms such as purchase orders, menu, notes submitted, copies of order forms, and documentation of financial transactions (if this occurred).

1. The food was:

_____ very good
_____ average
_____ poor

2. The service was:

_____ very good
_____ average
_____ poor

3. The courteousness of staff was:

_____ very good
_____ average
_____ poor

4. Sanitation practices seemed:

_____ very good
_____ average
_____ poor

5. My overall impression was:

_____ very good
_____ average
_____ poor

6. Documentation was:

_____ very good
_____ average
_____ poor

_____ **Class Grade**

Hospitality Industry Program

Culinary Arts Transition

Module VI

Clothing and Textiles

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Lesson VI-1: Careers in Clothing and Textiles

Objective and Introduction

Student Learning Objective

Identify careers in the field of clothing and textiles.

SPS (July 1994)

E 04.01 Identify career opportunities in home economics, clothing, and textiles.

E 04.03 Identify the training needed for clothing and textiles careers.

E 04.05 Illustrate career ladders and job training from entry level through advanced or professional level.

Introduction

Everybody needs clothes and people often want clothes for reasons that are unrelated to simple personal need. The complexity of society dictates that people wear clothes that are appropriate for particular occasions as well as for a specific season and a particular climate. The advancement of technology also influences the clothing and textiles industry, making available the wide variety of careers needed to satisfy the varied demands of people today. Technology makes possible the mass production of textiles and garments. It creates opportunities for employment in marketing and other spin-off businesses like image and color consultation.

Some of the many career possibilities in clothing and textiles will be discussed in this lesson and the following one.

Teacher Activity

Preparation

1. Review the lesson, including Chapter 68, *Creative Living: Teacher's Wraparound Edition (CL:TWE)*.

2. Have the following textbooks ready:

   - ☐ Unit 6, "Clothing and Textiles Careers," *Careers in Home Economics (CHE)*, pp. 356-367, for students to read
   - ☐ Chapter 68, "Careers in Clothing and Textiles," *Creative Living*, pp. 603-613, for students to read
   - ☐ *Creative Living: Student Workbook (CL:SW)*
   - ☐ *Creative Living: Teacher's Resource Binder (CL:TRB)*

3. Make transparencies of the following:

   - ☐ Transparency Master (TM), "Jobs in Clothing and Textiles"
   - ☐ "Careers in Clothing and Textiles," *CL: TRB*, p. 310

4. Duplicate the following for student activities:

   - ☐ Student Activity 1 (SA1), "Jobs in Clothing and Textiles"
   - ☐ Chapter 68, "Careers in Clothing and Textiles, Study Guide," *CL:SW*, p. 192, for student activity 2 (SA2)
   - ☐ "What Skills Do You Have?" *CL:TRB*, pp. 159-160, for student activity 3 (SA3)

5. Duplicate Chapter 68 Test, *CL: TRB*, pp. 543-544, for student progress check (SPC).

6. Arrange for a guest speaker from the clothing and textiles industry who specializes in designing and producing clothes for food-service workers.

Presentation	Resources
1. Introduce the topic and student learning objective.	Objective and Introduction
2. Discuss careers in clothing and textiles.	*CL: TWE*, p. 603
☐ Have students study the textbook.	*CHE*, pp. 356-367
☐ Discuss job opportunities, characteristics, qualifications, and the training needed for entry-, intermediate-, and professional-level careers in clothing and textiles. Base the discussion on the explanation on pp. 360-362 of CHE.	chalkboard or flip chart
☐ Discuss the profile of a manufacturer's administrative assistant, as given on pp. 366-367, in terms of the qualifications and training needed for the job and the possibilities for career advancement.	*CHE*, pp. 366-367
☐ Have students complete SA1, and, using the TM, discuss their answers.	SA1: Jobs in Clothing and Textiles TM: Jobs in Clothing and Textiles
3. Review and summarize the lesson.	
☐ Ask students the questions found in "Reviewing the Facts," p. 610, and discuss their answers.	*CL* and *CL:TWE*, pp. 604-608 and 610
☐ Have them answer SA2, and discuss their answers.	Study Guide, *CL:SW*, p. 192
Note: Feedback to SA2 is in *CL:TRB*, p. 622.	
☐ Have students select one of the suggestions on p. 610 ("Sharing Your Ideas," items 1 and 2, and "Applying Your Skills," items 1 and 2) to work on in groups. Discuss their results.	*CL* and *CL:TWE*, p. 610
4. Explain and discuss "Create Your Color Palette."	
☐ Have each group create the color palette for each member according to the explanation on pp.612-613.	*CL* and *CL:TWE*, pp. 612-613
☐ Have students wear their own clothes and accessories, selecting those that are appropriate for their own skin tones. Let them describe the kinds of clothes they would wear for a party, for school, for recreation activities, etc.	

Presentation	**Resources**
5. Explain and discuss the appropriate clothes for an interview.	
☐ Ask students to wear clothes that they think are appropriate for an interview.	
☐ Let the class comment on their classmates' interview clothing. They should base their comments on the explanation given on p. 609.	*CL* and *CL:TWE*, p. 609
6. Using SA3, guide students as they evaluate whether they have skills appropriate for careers in clothing and textiles.	What Skills Do You Have? *CL:TRB*, pp. 159-160
Note: Feedback is in *Creative Living: Teacher's Resource Binder*, p. 597.	
7. Invite the guest speaker to discuss hospitality industry (hotel, motel, and restaurant) employees' uniforms. Ask students questions such as the following:	flip chart or chalkboard
☐ Are the design and color of the uniform appealing to the customers?	
☐ Do the design and color of the uniform complement the environment or surroundings?	
☐ What types of fabrics are used and why?	
☐ Who decides on the design and color of the uniform?	
☐ Is the color generally appropriate for the skin tones of most employees?	
☐ If you (students) could make a change, in what way(s) would you change the uniform?	
Evaluation	
1. Administer the SPC.	☑ SPC: Chapter 68 Test, *CL: TRB*, pp. 543-544
2. Provide feedback, using *CL:TRB*, p. 597.	

In Other Programs:

English

Divide students into groups of four, and ask each group to create a brochure to be distributed by a manufacturer of uniforms to people in the hospitality industry (hotel, motel, restaurant). Students can create pictures with a computer or by hand. Show them examples of advertisement brochures.

Social Studies

Ask groups of students to research different eras in the history of uniforms for hospitality industries from various parts of the world. They should be able to find information about the famous designers of the selected era and the locations of the industries, as well as pictures of the uniforms.

Student Activity 1 Jobs in Clothing and Textiles

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Using the job titles provided below, make three lists of jobs in clothing and textiles, one for each level: entry, intermediate, and professional.

Job Title	Entry Level	Intermediate Level	Professional Level
sewing-machine operator			
stock clerk			
alterationist			
image consultant			
shoe repairer			
clothing-store manager			
textile designer			
upholsterer			
apparel buyer			
fashion model			
fashion designer			
pattern maker			

Jobs in Clothing and Textiles

Entry-level jobs

alterationist
retail salesperson
sewing-machine operator
shoe repairer

Intermediate-level jobs

clothing-store manager
fashion model
image consultant
pattern maker
tailor/seamstress
upholsterer

Professional-level jobs

apparel buyer
fashion designer
textile designer

Lesson VI-2: Careers in Clothing-Care Services

Objective and Introduction

Student Learning Objective

Identify careers in clothing-care services.

SPS (July 1994)

Not Applicable

Introduction

There are a great many people in the United States who are employed by the clothing-care industry. From entry- level jobs to management careers, the industry trains or hires employees experienced in various skills such as customer service, machine operation, and mending. One of the advantages of a career in the clothing-care industry is that it is highly transportable; that is, a worker with skills in clothing care can qualify for employment at clothing-care establishments in large cities or small towns and in any part of the country.

This lesson will introduce students to career opportunities in the field of clothing-care services.

Teacher Activity 2

Preparation

1. Review the lesson and Chapter 66, "Clothes Care," *Creative Living: Teacher's Wraparound Edition* (*CL:TWE*), pp. 587-594.

2. Obtain the textbook *Creative Living (CL)*, so that students can read Chapter 66, "Clothes Care," pp. 587-594.

3. Duplicate the following:

   - ☐ Student Handout 1 (SH1), "Careers in Clothing-Care Services"
   - ☐ "Stain Removal Chart," *Creative Living: Teacher's Resource Binder (CL:TRB)*, p. 306, for student handout 2 (SH2).

4. Duplicate the following for student activities:

   - ☐ Chapter 66, "Clothes Care," Study Guide, *Creative Living: Student Workbook (CL:SW)*, p.188, for student activity 1 (SA1)
   - ☐ Chapter 66, "Clothesline Worksheet" *CL:SW*, p. 189, for student activity 2 (SA2)
   - ☐ "Laundry Know How," *CL:TRB*, p. 157, for student activity 3 (SA3)

5. Make transparencies of the following:

   - ☐ Transparency Master 1 (TM1), "Careers in Clothing-Care Services"
   - ☐ "Read the Care Labels," *CL:TRB*, p. 305, for transparency master 2 (TM2)

6. Duplicate the Student Progress Check (SPC), "Careers in Clothing-Care Services."

7. Arrange for a field trip to a commercial dry-cleaning plant or a linen supply/service shop that provides hotel, motel, or restaurant clothing-care services.

Presentation	Resources
1. Introduce the topic and student learning objective.	Objective and Introduction
2. Discuss jobs in clothing-care services.	
☐ Have students read SH1 and discuss the topic, using the TM.	SH1: Careers in Clothing-Care Services TM: Jobs in Clothing-Care Services
☐ Compare and contrast jobs in commercial laundries with those in linen-supply services.	
3. Discuss jobs in hospitality-industry clothing-care services.	flip chart or chalkboard
☐ Discuss how hospitality-industry clothing-care services are provided. Discuss the linen-supply services for restaurants, motels, and hotels.	
☐ Compare and contrast jobs in general clothing-care services with jobs in hospitality-industry clothing-care services.	
4. Play a job-title game.	3" x 5" cards, markers, pins
☐ Divide students into groups of three.	
☐ Play "Who Am I?" using clothing-care-service job titles, such as checker, marker, and spotter.	
☐ Make a set of cards with a job title written on each card.	
☐ Pin a card on the back of a player.	
☐ For each player's turn, have the group give three clues while the individual tries to guess the job title pinned to a player's back.	
5. Discuss clothing care.	
☐ Have students read the textbook.	*CL* and *CL:TWE*, pp. 587-594

Presentation	**Resources**
☐ Discuss the topic, using TM 2 and SH 2.	● Read the Care Labels, *CL:TRB*, p. 305 ▤ Stain Removal Chart, *CL:TRB*, p. 306
☐ Have students answer the questions in SA1. Discuss their answers.	✎ Chapter 66, Clothes Care, Study Guide, *CL:SW*, p. 188
Note: Feedback is in *CL: TRB*, p. 622.	
☐ Have students do SA2 in the clothing lab. Discuss their results.	✎ Chapter 68, Clothesline Worksheet, *CL: SW*, p. 189
☐ Have students answer the questions in SA3. Discuss their answers.	✎ Laundry Know How, *CL: TRB*, p. 157
Note: Feedback is in *CL:TRB*, p. 597.	
6. Take a field trip.	
☐ Take students to a commercial dry-cleaning plant and/or a linen-supply shop that provides hotel, motel, or restaurant clothing-care services.	
Evaluation	
1. Administer the SPC.	☑ SPC: Careers in Clothing-Care Services
2. Provide feedback.	A Answers to Student Progress Check

In Other Programs:

(Please add.)

Establishments that offer clothing-care services are generally small and privately owned. These establishments include dry-cleaning shops, commercial laundries, and linen-supply services.

Dry-cleaning Shops

Dry cleaners can be found in all large and mid-size cities in the United States, and even in many small towns. People who work at these shops have to come to work early in the morning and sometimes on the weekends to better serve their customers.

Most dry cleaners also offer laundry services for customers who wish to have their washable clothes professionally washed and pressed. Some of them also offer mending and altering services. If you have dropped off clothes at a dry cleaner, you may have noticed that a lot goes on behind the counter where the cashier takes your clothes. Different skills are necessary for the various jobs at a dry-cleaning shop.

Checkers deal directly with customers. They operate the cash register, take telephone calls, check in clothes, and write down specific instructions. Since they are the ones who interact with customers, they have to have good interpersonal skills, a pleasing voice, knowledge about clothes care, and arithmetic skills.

Markers, or *sorters*, put numbered paper tags on the clothes so they will not get lost while they are being cleaned or mended. It is up to the marker to notice whether there are special problems, such as buttons that need to be removed so that they are not damaged by harsh chemicals. The marker then determines the specifications of each garment, such as fiber content, color, and type, and decides whether it needs special handling and how it will be cleaned.

Spotters have to know all about different fabrics so that they can choose the right chemicals to clean each garment and to remove stains. They also should have knowledge about fashions and clothing construction.

Dry cleaners must have detailed knowledge about how to use petroleum or other synthetic (man-made) detergents to clean the clothes. Some clothes are tumble dried, and others are line dried on a hanger. Dry cleaners need physical strength and a knowledge of chemistry and mathematics.

Washing operators operate the wet-washing and drying machines. They need to know the amount of water, temperature, and amount of detergent required for each specific load of clothes. They must also have mechanical ability and physical strength. .

Finishers use various kinds of equipment to straighten and remove the wrinkles from the cleaned garment and return it to its original appearance. Knowledge of the appropriate equipment for different types of fabric is a must.

Sewers do the necessary repairs or alterations of the clothes, such as restitching seams and attaching linings. They need skills and knowledge in sewing construction.

Inspectors examine the finished garments and determine whether they need to be processed again to meet the shop's cleaning standards. An inspector needs to know the standards of the store and possess good interpersonal skills, judgment, and knowledge about cleaning and laundry operations.

Assemblers gather together all the garments left by a customer by matching the garments tags to the invoice description. They must have reading skills and must be careful and precise.

Wrappers place the finished garments into bags and then attach the invoice to the wrapped garments, so that they are ready to be picked up by the customer.

Commercial Laundries

In self-service laundries, you are likely to find only attendants.

Attendants assist customers in operating the machines or in solving some laundry problems. They have to have knowledge about cleaning different fabric types. They should be able to apply interpersonal skills and be ready to work in shifts.

Some hospitality-industry institutions such as hospitals, hotels, and motels usually have on-site laundries where their uniforms, aprons, sheets, towels, tablecloths, and napkins are cleaned. They usually employ *laundry specialists* who have formal training or experience in clothing-care shops.

There are also commercial laundries that specialize in servicing the larger institutions. Linen-supply services provide clothing-care services to some hospitality-industry institutions such as restaurants.

Linen-Supply Services

Linen-supply services own and rent linen to institutions and businesses. They provide pick-up and delivery services. Jobs in these establishments include driving the panel trucks, operating and maintaining the washing and drying machines, performing office work such as handling financial accounts and purchasing new linen.

Jobs in Clothing-Care Services

Checker

Marker/Sorter

Spotter

Dry Cleaner

Finisher

Sewer

Inspector

Assembler

Wrapper

Attendant

Laundry Specialist

Washing-Machine Operator

Student Progress Check ☑

Careers in Clothing-Care Services

Name: ______________________________

Date: ______________________________ Period: ____________

I. True or False

Directions: Write T (True) beside each statement that is right, and F (False) beside each statement that is wrong.

____ 1. Repair and remove any stains immediately.

____ 2. Seasonal garments should be cleaned, dry, and free of stains before being stored.

____ 3. To choose the correct cleaning method, check the care labels of the garments.

____ 4. Stains on any garment can be removed by presoaking it in a bleaching solution.

____ 5. Nylons and rayons are examples of fabrics that should be pressed rather than ironed.

II. Yes or No

Directions: Read the situation described below, and write Yes or No beside each statement as directed.

Situation: Leah teaches her sister Torri about cleaning clothes. She tries to find out whether Torri remembers the lesson by making the following statements. Torri has to answer yes if the statement is right and no if it is wrong.

____ 1. I wash together all garments that have the same care instruction on the labels.

____ 2. Before I wash garments, I close the fasteners on them.

____ 3. I can hand wash any clothing that has a "dry clean only" label.

____ 4. If I have only a small amount of laundry, I can machine wash everything in one load.

____ 5. I will use hot water for any kind of laundry.

III. Questions

Directions: Answer the following questions in paragraph form, using complete sentences.

1. Describe three types of work that you will likely find in a dry-cleaning shop. What skills are needed for each type of work?

2. Describe the differences between a linen-supply service and a commercial laundry.

Answers to Student Progress Check A

I. True or False

1. T
2. T
3. T
4. F
5. F

II. Yes or No

1. Yes
2. Yes
3. No
4. No
5. No

III. Questions

1. Answers may vary.

2. A *linen-supply service* owns and rents linen to institutions and businesses. It employs people to drive panel trucks, to operate washing and drying machines, and to do office work.

   A *commercial laundry* is a self-service laundry that employs an attendant, or in the case of large institutions, laundry specialists.

Lesson VI-3: Safety in the Clothing Lab

Objective and Introduction

Student Learning Objective	Practice and conform to the rules for safety in the clothing lab.
SPS (July 1994)	Not Applicable
Introduction	Sewing clothing is a creative activity, and working in the sewing lab can be an enjoyable experience. Accidents, however, can ruin this enjoyable experience. Accidents may happen unless sewing tools and equipment are handled properly. Safety is an important practice on the job. It is important, then, for students to learn safety rules early on and to apply them regularly. In this lesson, students will learn about the proper handling and operation of sewing equipment and other safety practices in the sewing room.

Teacher Activity

Preparation

1. Review the lesson, including *Creative Living: Teacher's Wraparound Edition (CL:TWE)*, p. 566, for teaching ideas.
2. Obtain the textbook *Creative Living* so that students can read p. 566.
3. Duplicate the Student Handout (SH), "Safety in the Sewing Laboratory."
4. Duplicate the following:
    - ☐ Student Activity 1 (SA1), "Checklist of Safety Practices in the Sewing Lab"
    - ☐ Student Activity 2 (SA2), "Safety-Habit Evaluation"
5. Make transparencies of the Transparency Masters (TMs), "Safety Rules."
6. Acquire poster boards and markers to make posters.

Presentation	Resources
1. Introduce the topic and student learning objective.	Objective and Introduction
2. Discuss safety in the sewing laboratory.	
☐ Have students read the textbook.	*CL: TWE*, p. 566
☐ Discuss ways to prevent accidents such as burns and electric shock and ways to prevent damage to the sewing equipment.	flip chart or chalkboard
☐ Using the handout, discuss safety practices and first-aid procedures in the sewing lab.	SH: Safety in the Sewing Laboratory
3. Have students make posters of safety rules from the TM.	TMs: Safety Rules
☐ Divide the class into four small groups.	
☐ Ask each group to select one of the four TMs to make a poster.	poster boards and markers
☐ Have the group design the poster and select the place to post it.	

Presentation	**Resources**
4. Discuss emergency situations.	
5. Have students practice sewing-room safety precautions. ☐ Have students take turns as a safety monitor. They should use the checklist of possible problems to rate the safety conditions in the lab, and then make recommendations for change if needed. Make sure that other students don't know who the monitor is.	✍ SA1: Checklist of Safety Practices in the Sewing Lab
6. Have students evaluate their own safety habits, using SA2.	✍ SA2: Safety-Habit Evaluation
Note: The safety-monitor activity and self-evaluation should be conducted every time the students use the lab.	
Evaluation Evaluate students' safety behavior and safety habits, using the "Checklist of Safety Practices in the Sewing Lab" and "Safety-Habit Evaluation" whenever students use the sewing lab.	

In Other Programs:

Science

Identify risk in class, establish rules to follow, and make a safety checklist for working in the science lab.

Safety in the Sewing Laboratory

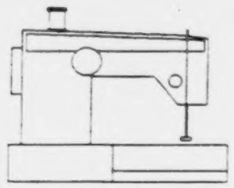
Rules

1. Know your clothing project before you start working on the project.
2. Use the sewing lab only for the projects that your teacher assigned.
3. Work as tidily as possible. Clean and unclutter your work area at the end of each sewing class.
4. Memorize the location of emergency-related items, such as power shutoffs.
5. Immediately report any and all accidents to the teacher.
6. When working with stain remover, follow the directions carefully and be sure there is adequate ventilation.

First-Aid and Emergency Procedures

1. For a cut, apply pressure to the wound and go to the school nurse (or take the injured person to the nurse). If the cut causes heavy bleeding, raise the bleeding part of the body and apply pressure while someone else notifies the nurse.
2. For minor burns, first cool the affected area under cold water and then take the person to the school nurse.
3. In case of a severe accident, send for the school nurse while applying first aid. Lay the injured person down on his/her back. Keep the feet raised about 12 inches, loosen any tight-fitting clothing, and keep the person warm.

Safety Rules



ALLOW ONLY ONE PERSON TO SIT AT A SEWING MACHINE.

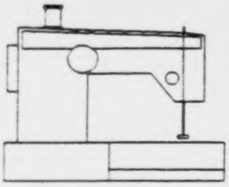
DO NOT TOUCH MACHINE WHEN YOU ARE NOT USING IT.

KEEP PINS AND NEEDLES IN PIN CUSHIONS.

KEEP YOUR SHOES ON.

DO NOT USE A SEWING MACHINE WHEN YOU HAVE WET FEET.

Safety Rules



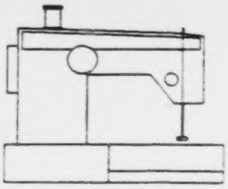
KEEP POWER OFF WHEN SEWING MACHINE IS NOT IN USE.

CARRY SCISSORS WITH HANDLES DOWN, HOLDING BY THE POINTED END.

KEEP HANDS AWAY FROM NEEDLE.

KEEP PINS OUT OF MOUTH.

DO NOT BITE THREAD.



DO NOT

PLAY

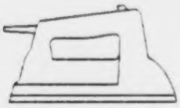
WITH

MACHINES

OR

EQUIPMENT!

SAFETY FOR IRON USE



1. TO USE IRON, CHECK WITH TEACHER.

2. USE PROPER SETTING WHEN USING THE IRON.

3. HOLD IRON WITH ONE HAND, TURN OFF OR ON WITH OTHER HAND.

4. WHEN FINISHED, TURN IRON OFF.

Student Activity 1

Checklist of Safety Practices in the Sewing Lab

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: As a safety monitor of your class, evaluate the safety practices in your sewing lab. On the line beside each statement below, write Yes if the safety rule is observed and No if it is violated. If "No," write the name of the person who violated the rule on the Note line.

Safety Rules	Yes/No	Note
Students place their fingers and hands away from the needle of the sewing machine or the cutting knives of the sergers.		
Pins and needles are put away in their place, and stitches are done by the machine.		
Students don't lean their faces too close to the sewing machine.		
The sewing machine and the iron are unplugged when not in use.		
Sewing machines are covered at the end of the lab class.		
Nobody sticks pins in his/her mouth or clothes.		
Students handle shears or scissors correctly.		
Nobody left a hot iron down and unattended when not in use.		
Students unclutter the floor and the area around the sewing machine.		
Students handle chemicals for stain removal carefully, following directions.		

Report and Recommendation:

Student Activity 2

Safety-Habit Evaluation

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: For each question below, put a check mark (✓) on the Yes line, if your answer is yes, and put a check mark on the No line if not.

Do You:	**Yes**	**No**
1. Turn off and unplug the sewing machine and iron at the end of class?	___	___
2. Keep the work area around the machine tidy?	___	___
3. Avoid wearing loose clothes and dangling accessories while sewing with the machine?	___	___
4. Know the safety precautions for operating the machine?	___	___
5. Keep your eyes on your hands while sewing?	___	___
6. Follow the directions when working with stain remover?	___	___
7. Keep sewing tools and supplies in the sewing box when they are not being used?	___	___
8. Keep the scissors, shears, and seam rippers closed when you are not using them?	___	___

Evaluator: ______________________________________

Lesson VI-4: Sewing Tools and Equipment

Objective and Introduction

Student Learning Objective	Describe and identify the parts and functions of sewing machines and other sewing tools.
SPS (July 1994)	O 10.05 Identify basic sewing equipment.
Introduction	The making of and caring for clothing require special tools and equipment. Familiarity with the names and functions of those tools and equipment is necessary for students who are going to be using them. This lesson will discuss the names and functions of those tools and equipment.

Teacher Activity

Preparation

1. Review the lesson, including Chapter 62, "Sewing Equipment," *Creative Living: Teacher's Wraparound Edition (CL:TWE)*, pp. 554-562 and the Teacher Reference (TR).

2. Get the textbook *Creative Living (CL)* ready for students to read Chapter 62, "Sewing Equipment," pp. 554-562.

3. Arrange the sewing tools and equipment at the sewing lab for demonstration and make sure that they are in good working condition.

4. Duplicate the following:

   ☐ Student Activity 1 (SA1), "Sewing Tools and Equipment: Parts and Functions"
   ☐ Chapter 62, "Sewing Equipment, Study Guide," *Creative Living: Student Workbook (CL:SW)*, pp. 178-179, for student activity 2 (SA2)

5. Obtain pieces of fabric and thread for demonstration.

6. Duplicate Chapter 62 Worksheet, "Sewing Machine Parts," *CL:SW*, pp. 180-181, for student progress check (SPC).

7. Arrange for a field trip, if possible, to a place where hospitality-industry clothing is made.

Presentation	Resources
1. Introduce the topic and student learning objective.	Objective and Introduction
2. Discuss the parts and functions of sewing tools and equipment.	
☐ Have students read Chapter 62, Sewing Equipment, in the textbook.	*CL*, pp. 554-562
☐ Show the sewing tools and equipment, and explain their parts and functions.	TR: Sewing Tools and Equipment
☐ Have students complete SA1. Discuss their answers.	SA1: Sewing Tools and Equipment: Parts and Functions
☐ Have them complete SA2 and discuss their answers.	Chapter 62: Sewing Equipment, Study Guide, *CL:SW*, pp. 178-179
Note: Feedback to SA1 and SA2 are in *Creative Living: Teacher's Resource Binder (CL:TRB)*, pp. 556, 559-560, and 621.	*CL:TRB*
☐ Discuss "Reviewing the Facts" on p. 562.	
3. Have students describe the parts and functions of a sewing machine.	sewing machine
4. Demonstrate, describe, and discuss the procedures for threading and operating the sewing machine and the serger.	flip chart or chalkboard
☐ Have students sit at machines and identify parts of the machine.	sewing machine
☐ Demonstrate how to thread a sewing machine and a serger.	thread and fabric
☐ Have students practice threading.	
☐ Demonstrate how to operate a sewing machine and a serger, reminding the students of the functions of the machine parts.	
5. Take students on a field trip, if possible, to a manufacturer that makes linen, such as aprons, uniforms, sheets, towels, table-cloths, and napkins for hotels, motels, and restaurants.	
☐ Ask the class to observe the sewing equipment that the manufacturers use for measuring, marking,	

Presentation	**Resources**
☐ Ask the class to describe the similarities and differences of those tools and equipment in comparison with those they have in your sewing lab.	
Evaluation	
1. Administer the SPC.	☑ Chapter 62 Worksheet: Sewing Machine Parts, *CL: SW*, pp. 180-181
2. Provide feedback.	

In Other Programs:

(Please add.)

Teacher Reference

Sewing Tools and Equipment

Tools Functions

Measuring Tools

☐ **gauge** to measure small or short areas

☐ **ruler/yardstick** to mark straight lines

☐ **tape measure** to take body measurements

Marking Tools

☐ **tailor's chalk** to mark lines, hems, and buttonholes

☐ **tracing paper** to transfer markings; it is a specially coated paper used with the tracing wheel; it should be placed on the wrong side of the fabric

Cutting Tools

☐ **scissors** to cut, clip, and trim; it's usually 5"-6" long

☐ **seam ripper** to remove stitches

☐ **shears** to cut fabric; one handle is larger than the other; it's a little longer than scissors

Sewing Equipment

☐ **bobbin** to hold the bottom thread; it's inside the machine

☐ **needle** to hold the thread for making stitches and sewing; there are two kinds--for hand sewing and for machine sewing

☐ **pin** to hold the fabric pieces together for sewing

☐ **pin cushion** to hold pins

☐ **thimble** to protect the index finger when hand sewing

☐ **thread** to make stitches and to sew; it's polyspun and mercerized

Student Activity 1 **Sewing Tools and Equipment: Parts and Functions**

Name: ______________________________

Date: ______________________________ Period: ____________

I. Parts and functions of a sewing machine and a serger

1. Choose three parts of a sewing machine, and explain the function of each.

	Part	Function
a.		
b.		
c.		

2. Choose three parts of a serger, and explain the function.

	Part	Function
a.		
b.		
c.		

II. Choose parts of the following groups of tools, and explain the function of each.

1. Choose two examples of measuring tools, and explain the function of each.

	Tool	Function
a.		
b.		

Student Activity 1 - cont.

2. Choose two examples of cutting tools, and explain the function of each.

	Tool	Function
a.	____________________	________________________________
b.	____________________	________________________________

3. Choose two examples of marking aids, and explain the function of each.

	Tool	Function
a.	____________________	________________________________
b.	____________________	________________________________

Lesson VI-5: Preparation for Sewing

Objective and Introduction

Student Learning Objective	Prepare to sew.
SPS (July 1994)	E 04.07 Complete an activity related to clothing and textile careers.
Introduction	Your students have learned about sewing tools and equipment and some safety rules they should follow in the sewing class. Now, they should be ready to prepare to sew. Preparations include straightening and pressing patterns and fabric, laying out and cutting the pattern and fabric, and marking the fabric. In this lesson, students will learn how to perform these tasks.

Teacher Activity

Preparation

1. Review the lesson, including Chapter 63, " Lay Out, Cut, and Mark," *Creative Living: Teacher's Wraparound Edition (CL:TWE)*, pp. 563-569 and "Laying Out and Marking," *Creative Living: Teacher's Resource Binder (CL:TRB)*, pp. 373-374.
2. Have the textbook *Creative Living* (*CL*) ready so that students can study Chapter 63, pp. 563-569.
3. Duplicate Chapter 63, "Lay Out, Cut, and Mark Study Guide," *Creative Living: Student Workbook (CL:SW)*, p. 182 for the student activity.
4. Duplicate Chapter 63 Test, *CL:TRB*, pp. 533-534, for student progress check (SPC).
5. Acquire or make patterns of an apron, napkins, pot holders, or a chef's hat.
6. Make sure that measuring, cutting, and marking tools are easily available for student use.

Presentation	Resources
1. Introduce the topic and student learning objective.	● Objective and Introduction
2. Explain that the sewing project is to make hospitality-industry clothing, such as a chef's hat, an apron, pot holders, and napkins.	*CL:TWE*, p. 563
3. Have students select a sewing project or assign them a project. Make sure that the projects are equal in terms of sewing skills, techniques, and types of stitches required to make the item. Provide students with the necessary materials.	fabric, patterns of hospitality-industry clothing, notions
4. Describe, demonstrate, and discuss the procedures for preparing to sew and make items the students have selected. ☐ Straighten and press the pattern and fabric. ☐ Lay out the pattern and fabric (include pinning and measuring for grainline). ☐ Cut the pattern and fabric. ☐ Mark the fabric.	fabric, patterns, sewing tools *CL:TWE*, pp. 564-568 *CL:TRB*, pp. 373-374

Presentation	Resources
5. Have students read and study the textbook and complete the student activity.	✎ *CL*, pp. 563-568 and Chapter 63 Study Guide, *CL:SW*, p.182 patterns
6. Discuss basic pattern markings, using Chapter 63 worksheet as a reference.	📖 *CL:SW*, p.183
7. Review and summarize the lesson.	
Evaluation	
1. Evaluate students' knowledge.	☑ Chapter 63 Test, *CL:TRB*, pp. 533-534
☐ Administer the SPC.	
☐ Provide feedback to the SPC.	
Note: Feedback is in *CL:TRB*, p. 621.	
2. Evaluate students' hands-on performance.	
☐ Provide students with fabric, sewing tools, and patterns for a napkin, a pot holder, an apron, or a chef's hat depending on what they have selected for their projects.	patterns, fabric, notions, sewing tools
☐ Have students prepare to sew: straighten and press the pattern and fabric, lay out and pin the pattern on the fabric, cut the pattern and fabric, and mark the fabric.	
☐ Provide feedback.	
Note: You may want the students to work in small groups or individually for performance evaluation.	

In Other Programs:

(Please add.)

Objective and Introduction

Student Learning Objective

Construct a simple project, using the sewing machine correctly.

SPS (July 1994)

E 04.07 Complete an activity related to clothing and textile careers.

Introduction

In the previous lesson, your students learned how to lay out, cut, and mark the pattern and fabric in preparation for sewing. The next step is for students to assemble and construct their sewing projects.

In this lesson, students will learn how to construct each unit (or piece) of the project, assemble all of them together, and add the details to finish the project.

Teacher Activity

Preparation

1. Review the lesson materials, including *Creative Living: Teacher's Wraparound Edition (CL:TWE)*, pp. 570-577 and 578-586.

2. Have the textbook *Creative Living (CL)* ready so that students can study pp. 570-577 for basic construction and 578-586 for adding the details.

3. Duplicate the following for student activities:

   - ☐ Chapter 64, Basic Construction, "Study Guide," *Creative Living: Student Workbook (CL:SW)*, p. 184, for student activity 1 (SA1)
   - ☐ Chapter 64 Worksheet, "Scrambled Construction Terms," *CL:SW*, p. 185, for student activity 2 (SA2)
   - ☐ Student Activity 3 (SA3), "Straight-Stitch Practice"
   - ☐ Student Activity 4 (SA4), "Curved-Stitch Practice"
   - ☐ Student Activity 5 (SA5), "Angle-Line-Stitch Practice"

4. Make transparencies of the Transparency Master (TM), "Common Sewing-Machine Problems."

5. Duplicate for student handouts the stitching directions in *Creative Living: Teacher's Resource Binder (CL:TRB)*, p. 381 for student handout 1 (SH1), and pp. 382-389 for student handout 2 (SH2).

   Note: Directions for marking and stitching darts (pp. 379-380), facing (pp. 375-376), and casing (pp. 387-388) **may not** be needed if student projects don't require these techniques.

6. Get poster boards and markers ready for students to use in making posters of common sewing-machine problems from the TM.

7. Acquire fabric, spools of thread for practice, and notions.

8. Make sure that students have the pattern and fabric they laid out, cut, and marked in the previous lesson.

9. Have sewing machine manuals available for reference.

Presentation	Resources
1. Introduce the topic and student learning objective.	◙ Objective and Introduction 📖 *CL:TWE*, pp. 570
2. Discuss basic sewing techniques.	
☐ Have students study the text, using SA1.	✍ *CL*, pp. 570-577; Study Guide, *CL: SW*, p. 184
☐ Explain and discuss the sewing terms, and have students complete SA2.	✍ Scrambled Construction Terms, *CL:SW*, p. 185
3. Demonstrate basic sewing techniques, which include the basic stitch, stay stitch, zig-zag stitch, bias stitch, and gathering stitch.	sewing machine, thread, fabric, notions
☐ Thread the machine.	
☐ Thread the bobbin.	
☐ Bring up the bobbin thread.	
☐ Stitch straight, curved, and angled lines.	
4. Discuss common sewing-machine problems.	
☐ Explain common problems, using TM.	▣ TM: Common Sewing-Machine Problems
5. Give students a chance to practice stitching.	
☐ Have them practice on the paper **without** thread, using student activities 3, 4, and 5.	✍ SA3: Straight-Stitch Practice; SA4: Curved-Stitch Practice; SA5: Angle-Line-Stitch Practice
☐ Have them practice the same stitches on fabric **with** thread, in both regular and zig-zag stitches.	fabric, thread
☐ Remind them of the importance of following sewing-lab safety rules.	
☐ Observe students' performance and provide corrective feedback.	

Presentation		Resources
6.	Have students construct the projects they cut and marked in the previous lesson. Provide feedback.	individual projects that students started in the previous lesson
Note:	This activity may be used for the student progress check.	
7.	Teach students hand sewing.	
	☐ Have students read and study the text.	📖 *CL*, pp. 578-586
	☐ Demonstrate, explain, and discuss hand sewing: hemming stitch, slipstitch, backstitch, and running stitch.	
	☐ Have students practice hand-sewing stitches, using SH1.	▤ *CL:TRB*, p. 381
8.	Teach students how to add the details to finish the project.	
	☐ Demonstrate, explain, and discuss how to add the details, such as pockets, hems, buttons, snaps, hooks and eyes, and zippers.	
	☐ Give students opportunities to practice adding the details, using SH2.	▤ *CL:TRB*, pp. 382-389
9.	Have them finish the project by adding necessary details.	
Evaluation		
1.	Evaluate students' work on items 6 and 9 above, using your professional judgment.	students' projects (chef's hat, apron, pot holders, or napkins)

In Other Programs:

(Please add.)

Common Sewing-Machine Problems

If	Check to See whether
needle breaks:	- needle is inserted incorrectly - needle is hitting pins - fabric is being pulled during sewing - pressor foot is not tight - fabric is too thin or too thick - tension is too tight
thread breaks:	- needle is wrong size - thread is wrong size - thread is knotted or uneven - machine is threaded incorrectly - bobbin is threaded incorrectly - tension is too tight
stitches are skipped:	- needle is inserted incorrectly - needle is wrong kind or size - needle is bent - machine is threaded incorrectly - thread is wrong kind - tension is too tight

Common Sewing-Machine Problems

If	Check to see whether
seams are puckered:	- needle is bent - stitch is too long - there is too much pressure on pressor foot - tension is too tight
machine is jammed:	- bobbin is threaded incorrectly - machine is threaded incorrectly - needle position is incorrect - thread is caught in bobbin case - thread is matted or knotted
machine does not work:	- power switch is on - electrical cord is working - handwheel knob is loose - knee or foot control is not working properly

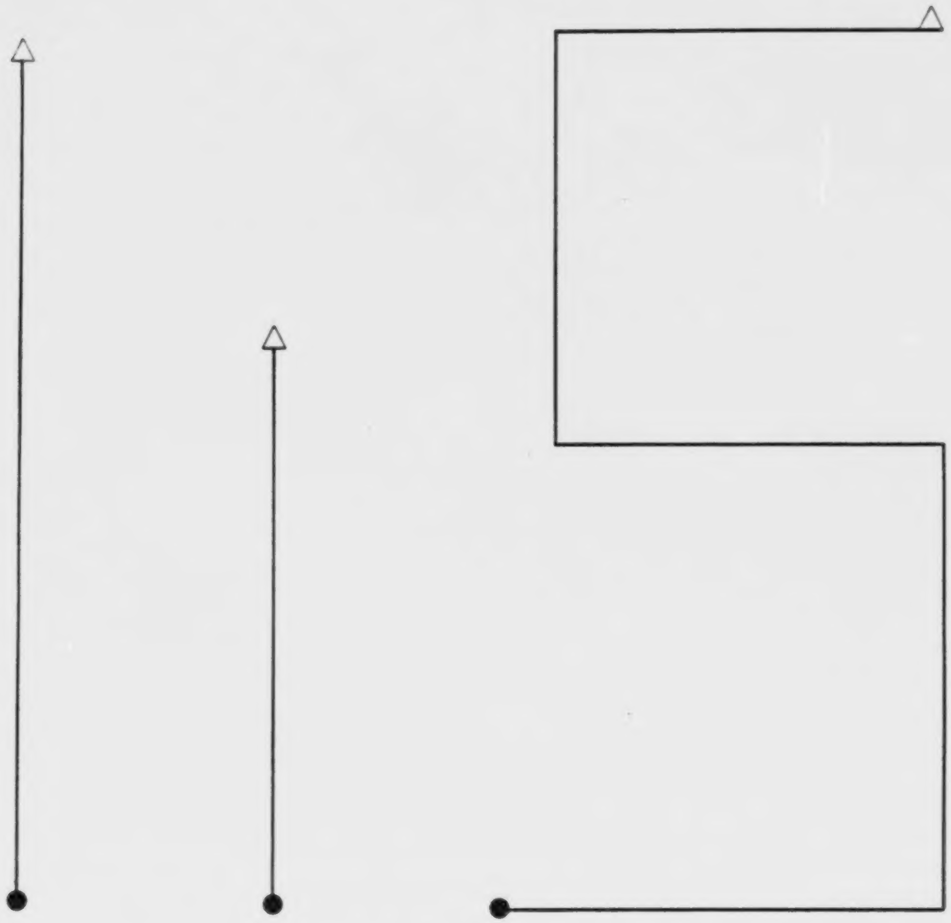
Student Activity 3

Straight-Stitch Practice

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Practice sewing straight stitches without thread on each of the following lines. Start at △ points and finish at ● points.



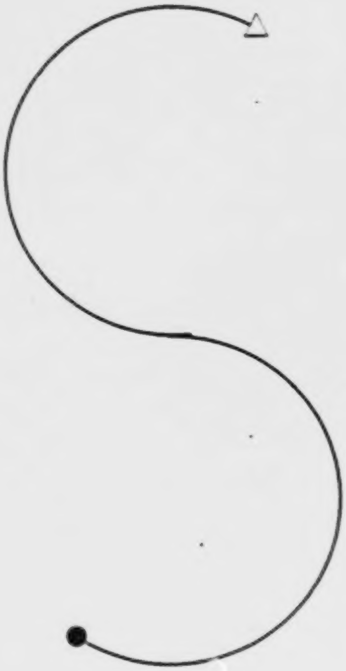
Student Activity 4

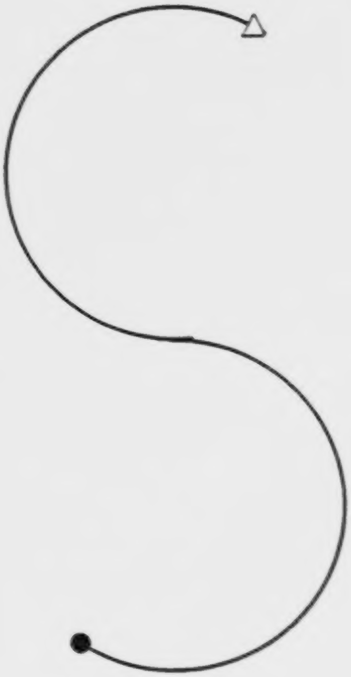
Curved-Stitch Practice

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Practice sewing curved stitches without thread on each of the following lines. Start at △ points and finish at ● points.





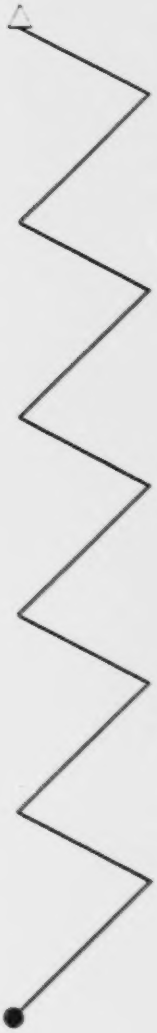
Student Activity 5

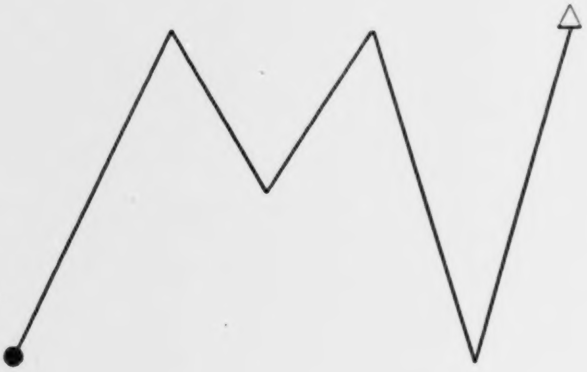
Angle-Line-Stitch Practice

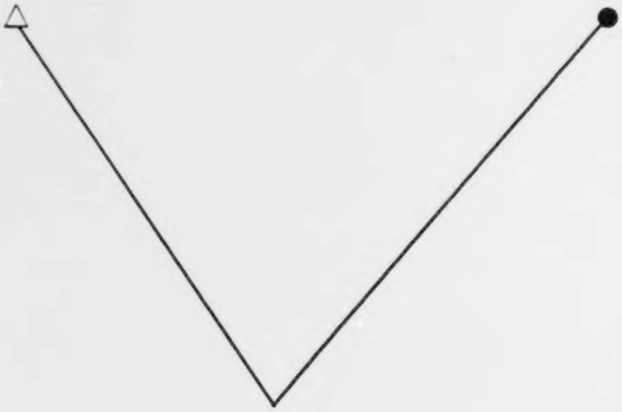
Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Practice sewing angle-line stitches without thread on each of the following lines. Start at △ points and finish at ● points.







Hospitality Industry Program

Culinary Arts Transition

Module VII

Child Care and Human Services

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Objective and Introduction

Student Learning Objective	Identify jobs and careers in the field of child care and human services.
SPS (July 1994)	E 03.01 Identify careers in human services. O 09.05 Identify entry-level jobs in the field of child care and human services.
Introduction	Exposing students to ideas about potential jobs and to information about careers in child care and human services will help them to begin building their personal career-information base. With an awareness of the existence of career types and opportunities, they may gain the motivation to develop career goals, in child care and human services, if they believe themselves to have the personal characteristics suitable for this field. In this lesson, students will complete worksheets and have discussions designed to introduce them to the field of child care and human services.

Teacher Activity

Preparation

1. Review the lesson and read unit 5, "Family Life and Child Development Careers," *Careers in Home Economics (CHE)*, pp.292-355 for this module.

2. Prepare the transparencies of:

   ☐ Transparency Master 1 (TM1), "What Is Child Care and Human Services?"
   ☐ Transparency Master 2 (TM2), "Jobs in Child Care and Human Services."

3. Duplicate the student handout (SH), "Job Descriptions in the Area of Child Care and Human Services."

4. For student activities, duplicate the following:

   ☐ Student Activity 1 (SA1), "Word Search -- Child-Care and Human-Services Occupations."
   ☐ Student Activity 2 (SA2),"Job Levels in Child Care and Human Services."

5. Duplicate the Student Progress Check (SPC), "Identifying Jobs and Careers in Child Care and Human Services."

Presentation	Resources
1. Introduce the topic and the student learning objective. Explain that at the end of the lesson students should be able to identify jobs and careers in the field of child care and human services.	Objective and Introduction
2. Discuss the definitions of terms included in the TM, "What Is Child Care and Human Services?" ☐ Ask students to define the terms. ☐ Discuss their responses. ☐ Define the terms.	TM1: What Is Child Care and Human Services?
3. Explain the variety of jobs and careers available in the field of child care and human services.	TM2: Jobs in Child Care and Human Services

Presentation	Resources
4. Discuss job descriptions in child care and human services.	
☐ Have students take turns reading the job descriptions in the SH, "Job Descriptions in the Area of Child Care and Human Services."	SH: Job Descriptions in the Area of Child Care and Human Services
☐ Have students complete the SA.	SA: Word Search -- Child-Care and Human-Services Occupations
☐ Provide feedback.	Feedback to SA
☐ Review the words on the list and give descriptions of the job or career, if it was not included in the SH.	
5. Discuss job levels in child-care and human-services careers.	
☐ Have students complete the activity sheet "Job Levels in Child Care and Human Services" during the class discussion.	SA: Job Levels in Child Care and Human Services
Note: Students should fill in their worksheet as each listed job is discussed and classified.	
☐ Explain the three job levels -- entry, intermediate, and professional -- and their relationships and training/education requirements. Explain that an entry-level job is usually a good first job to have while one is still in school.	
☐ Ask students to classify each job listed on the SA as entry, intermediate, or professional level.	
☐ Ask for other examples from students, and classify them as entry, intermediate, or professional level.	
6. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Identifying Jobs and Careers in Child Care and Human Services
2. Provide feedback.	A Answers to SPC

In Other Programs:

(Please add.)

What Is Child Care and Human Services?

HUMAN - of or characteristic of people; a person

CARE - to provide concern, supervision, or protection

SERVICES - help given by anyone with special training; the act or work of helping others; aid

CHILD CARE AND HUMAN SERVICES - an occupational area that involves helping people by providing concern, supervision, or protection

JOB - a set of tasks or responsibilities for which money is usually earned

CAREER - the sequence of related jobs and activities that becomes your life's work

Jobs in Child Care and Human Services

Babysitter

Companion to the Elderly

Cottage Parent

Nursing Home Aide

Clinical Care Aide

School Nurse

Student Handout :

Job Descriptions in Child Care and Human Services

Babysitter - Cares for another human being on a daily or hourly basis.

Child care aide - helps the teacher or assistant teacher in a child care center by assisting with children's activities and keeping the facilities ready for child care.

Child care assistant - helps the teacher in a child care center carry out activities with the children and assumes responsibility for the operation of the program when the teacher is not present.

Child care attendant - cares for groups of children housed in a city, county, or other government facility.

Child monitor - attends to children in a private home.

Companion to the elderly - cares for elderly or convalescent people, acting as an aide or friend, on the same or acceptable social level.

Cottage parent - serves mentally retarded and epileptic patients in their daily activities and needs.

Director - manages the overall operation and administrative duties of a child care center.

Foster parents - rear children who are unable to live with their parents in the forster parents' own home as members of their family.

Home health aides - cares for the disabled in their daily activities and needs, thus allowing the disabled to live in their own homes.

Nursery school teacher - organizes and leads activities with pre-kindergarten children in nursery schools or playrooms operated for patrons of theaters, department stores, etc.

Playroom attendant - similar to nursery school teacher.

Puppeteer - originates puppet show and moves strings or wires of puppets to animate them for the entertainment of the audience.

Recreation supervisor - supervises paid and volunteer recreation service workers in public department, voluntary agency, or a similar facility.

Salesclerk for toys, children's clothing - receives payment for merchandise, wraps or bags it, keeps shelves stocked, assists customers in the selection of merchandise.

School child care attendant - attends to personal needs of disabled children while they are in school to receive specialized academic and physical training.

Toymaker - makes children's toys by hand.

Student Activity 1

Word Search -- Child-Care and Human-Services Occupations

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: In the following block of letters, locate and circle the words and phrases that relate to child care and human services, using the words listed below. Words appear horizontally, vertically, diagonally, backwards, and forward.

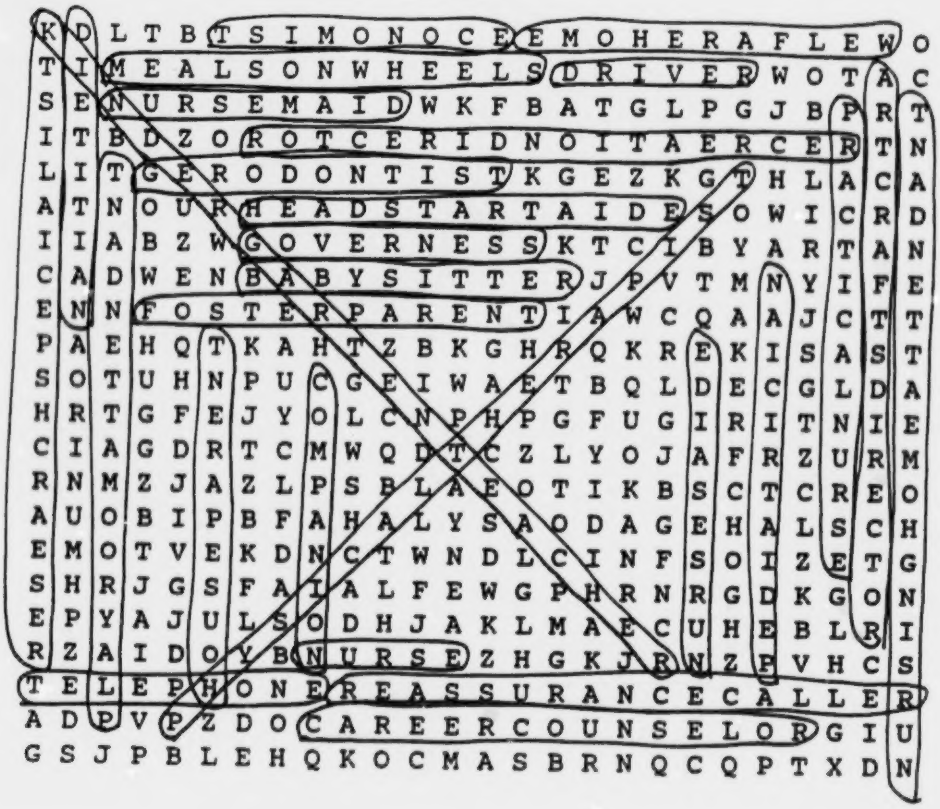
```
K D L T B T S I M O N O C E E M O H E R A F L E W O
T I M E A L S O N W H E E L S D R I V E R W O T A C
S E N U R S E M A I D W K F B A T G L P G J B P R T
I T B D Z O R O T C E R I D N O I T A E R C E R T N
L I T G E R O D O N T I S T K G E Z K G T H L A C A
A T N O U R H E A D S T A R T A I D E S O W I C R D
I I A B Z W G O V E R N E S S K T C I B Y A R T A N
C A D W E N B A B Y S I T T E R J P V T M N Y I F E
E N N F O S T E R P A R E N T I A W C Q A A J C T T
P A E H Q T K A H T Z B K G H R Q K R E K I S A S T
S O T U H N P U C G E I W A E T B Q L D E C G L D A
H R T G F E J Y O L C N P H P G F U G I R I T N I E
C I A G D R T C M W Q D T C Z L Y O J A F R Z U R M
R N M Z J A Z L P S B L A E O T I K B S C T C R E O
A U O B I P B F A H A L Y S A O D A G E H A L S C H
E M O T V E K D N C T W N D L C I N F S O I Z E T G
S H R J G S F A I A L F E W G P H R N R G D K G O N
E P Y A J U L S O D H J A K L M A E C U H E B L R I
R Z A I D O Y B N U R S E Z H G K J R N Z P V H C S
T E L E P H O N E R E A S S U R A N C E C A L L E R
A D P V P Z D O C A R E E R C O U N S E L O R G I U
G S J P B L E H Q K O C M A S B R N Q C Q P T X D N
```

Word List

kindergarten teacher
dietician
gerodontist
nurse maid
physical therapist
companion
babysitter
welfare home
economist
governess
nurse
Meals on Wheels
driver
foster parent
telephone
reassurance caller
toymaker
playroom attendant
art/crafts director
house parent
pediatrician
recreation director
practical nurse
nursing-home attendant
Head Start aide
nurse's aide
career counselor
research specialist

Feedback to Student Activity ⟺

Answers to Child-Care and Human-Services Occupations



```
K D L T B T S I M O N O C E E M O H E R A F L E W O
T I M E A L S O N W H E E L S D R I V E R W O T A C
S E N U R S E M A I D W K F B A T G L P G J B P R T
I T B D Z O R O T C E R I D N O I T A E R C E R T N
L I T G E R O D O N T I S T K G E Z K G T H L A C A
A T N O U R H E A D S T A R T A I D E S O W I C R D
I I A B Z W G O V E R N E S S K T C I B Y A R T A N
C A D W E N B A B Y S I T T E R J P V T M N Y I F E
E N N F O S T E R P A R E N T I A W C Q A A J C T T
P A E H Q T K A H T Z B K G H R Q K R E K I S A S T
S O T U H N P U C G E I W A E T B Q L D E C G L D A
H R T G F E J Y O L C N P H P G F U G I R I T N I E
C I A G D R T C M W Q D T C Z L Y O J A F R Z U R M
R N M Z J A Z L P S B L A E O T I K B S C T C R E O
A U O B I P B F A H A L Y S A O D A G E H A L S C H
E M O T V E K D N C T W N D L C I N F S O I Z E T G
S H R J G S F A I A L F E W G P H R N R G D K G O N
E P Y A J U L S O D H J A K L M A E C U H E B L R I
R Z A I D O Y B N U R S E Z H G K J R N Z P V H C S
T E L E P H O N E R E A S S U R A N C E C A L L E R
A D P V P Z D O C A R E E R C O U N S E L O R G I U
G S J P B L E H Q K O C M A S B R N Q C Q P T X D N
```

Student Activity 2

Job Levels in Child Care and Human Services

Name: ______________________________

Date: ______________________________ Period: __________

Directions: Write the careers listed below under the correct job level

- Babysitter
- Child guidance counselor
- Child welfare worker
- Church school worker
- Companion to the elderly or disabled
- Cottage parent
- Director of a child care center
- Helper in Pediatrics (child health care)
- Home economics teacher
- Kindergarten aide
- Kindergarten teacher
- Nursery school teacher
- Playground attendant
- Salesclerk
- School nurse
- Toymaker

Entry Level	Intermediate Level	Professional Level

Student Progress Check ☑

Identifying Jobs and Careers in Child Care and Human Services

Name: ______________________________

Date: ______________________________ Period: ____________

Directions for Part I: Put a check mark (✓) on the line next to each job or career in child care and human services.

_____ 1. babysitter
_____ 2. nurse
_____ 3. physical therapist
_____ 4. auto mechanic
_____ 5. nursing-home attendant
_____ 6. mathematics teacher
_____ 7. child-care-center director
_____ 8. home-economics teacher
_____ 9. airplane pilot
_____ 10. church-school worker
_____ 11. computer programmer
_____ 12. gardener
_____ 13. foster parent
_____ 14. salesclerk for toys
_____ 15. grocery-store cashier
_____ 16. recreation aide

Directions for Part II: From the above list, write five entry-level jobs.

1.
2.
3.
4.
5.

Answers to Student Progress Check A

Part I:

1. babysitter
2. nurse
3. physical therapist
5. nursing-home attendant
7. child-care-center director
8. home-economics teacher
10. church-school worker
13. foster parent
14. salesclerk for toys
16. recreation aide

Part II:

1. babysitter
2. nursing-home attendant
3. church-school worker
4. salesclerk for toys
5. recreation aide

Lesson VII-2: Career Opportunities in Child Care and Human Services

Objective and Introduction

Student Learning Objective	Identify at least three job opportunities in the area of child care and human services.
SPS (July 1994)	**E** 03.06 Identify job sources for human-services careers.
Introduction	Learning where to look for jobs in a field is one step in the process of finding the right job. In this lesson, students will identify job opportunities and sources in human-services careers. Students will participate in activities and have discussions designed to make them aware of the child-care and human-services job opportunities in their local area.

Teacher Activity

Preparation

1. Review the lesson.
2. Duplicate the Student Handout (SH), "Child-Care and Human-Services Jobs."
3. Duplicate the Student Activity (SA), "Where to Look for Child-Care and Human-Services Jobs."
4. Get several newspaper classified ads.

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss jobs in the field of child care and human services.	
☐ Go over the jobs listed on the SH. For each job listed, suggest the (business) name of a potential local employer for that type of job. Ask students to think of local employers for each type represented.	SH: Child-Care and Human-Services Jobs
☐ Describe any jobs listed on the handout that have not been discussed in the previous lesson. Describe the type of job task and education/training-level required.	
3. Discuss ways of looking for job opportunities.	
☐ List ways of looking for job opportunities on the chalkboard or on a flip chart. The following ways should be included: - looking in the local newspaper's classified ad section, especially the Sunday edition - going to local employment offices - calling local employers of the type of job in which you are interested.	flip chart or chalkboard

Presentation | **Resources**

4. Have students complete the Student Activity (SA) as a homework assignment.

✍ SA: Where to Look for Child-Care and Human-Services Jobs

Note: If time permits, you may want to let them begin the assignment in class by looking at ads in local newspapers that you or students brought in.

5. Ask students to share the job opportunities they found. Give feedback as to whether the job opening can be classified as a child-care or human-services job.

6. Assign students to bring in newspaper classified ads for the SPC.

7. Summarize the lesson in relation to the objective.

Evaluation

1. Have students identify three jobs in the child care and human-services area from the newspaper classified ads.
   - ☐ Assign students to bring in newspaper classified ads, or show the ads you brought in.
   - ☐ Ask students to cut out the ads for child-care and/or human-services jobs.

☑ Classified ad sections of newspapers

2. Provide feedback. Check to see that students have cut out three job ads that describe jobs in the child-care and human-services field.

In Other Programs:

(Please add.)

Student Handout Child-Care and Human-Services Jobs

I. Jobs Helping Children

Physical Care

- babysitter
- nanny
- child-care worker
- director of child-care center
- school-cafeteria worker

Health Care

- pediatrician
- pediatric nurse
- orthodontist
- pediatric dentist
- speech therapist
- ophthalmologist
- audiologist
- physical therapist
- dietician

Emotional and Social Care

- child psychologist
- social worker
- police officer
- adoption-agency worker
- foster-group-home supervisor
- probation officer
- parole officer
- child-abuse worker

Education

- teacher
- teacher's aide
- special-education teacher
- school counselor
- children's librarian
- tutor

Recreation

- coach
- camp counselor
- recreation director
- children's museum director
- park supervisor
- children's theater actor
- clown

Products for Children

- children's store owner
- toy designer/maker
- children's book author
- child photographer
- children's fashion designer

II. Jobs Helping Other People

Family Service

companion
social worker
psychologist
religious leader
family therapist
marriage counselor
crisis hot-line worker
police officer
youth-organization worker
career counselor
extension home economist
psychiatrist
librarian
occupational therapist
gerontology expert
activity director
social-service aide
cultural anthropologist

Health Care

doctor
registered nurse
dentist
dental hygienist
public-health educator
physical therapist
medical assistant
genetic counselor
health-care worker
hospital worker
drug-abuse counselor

Student Activity Where to Look for Child-Care and Human-Services Jobs

Name:

Date: Period:

Directions: Locate information about job openings by checking the newspaper classified ads, visiting the local employment service, calling potential employers, or obtaining information through some other way as discussed in class.

On the lines below, list one job opening for each category listed.

1. **Day Nurseries and Child Care:**

2. **Hospitals:**

3. **Child-Guidance Counselors:**

4. **Child-Abuse Information and Treatment Centers:**

5. **Toys--Sales:**

6. **Toys--Wholesale Outlets and Manufacturers:**

7. **Schools: Nursery and Kindergarten/Academic:**

8. **Nursing Homes or Adult Day-Care Programs:**

9. **Children's and Infant's Wear Retail Sales Companies:**

Lesson VII-3: Interests and Skills Related to Child-Care and Human-Services Careers

Objective and Introduction

Student Learning Objective	Identify the interests and skills required for a career in working with people.
SPS (July 1994)	O 09.02 Describe qualities of a good caregiver.
Introduction	To be successful and to enjoy most fields of work, one must have or attain specific skills and interests. Recognizing the potential for these skills in oneself can motivate a young person to pursue a career in the helping professions. In this lesson, students will discuss and identify the attributes of good caregivers and have an opportunity to examine themselves to see whether they possess the basic skills and interests of child -care and human-service workers.

Teacher Activity

Preparation

1. Review the lesson.

2. Duplicate the following for student activities:

   ☐ Student Activity 1 (SA1), "Should I Work with Elderly People?"
   ☐ Student Activity 2 (SA2), "Word Search: People Who Work in Child Care and Human Services Should Be. . ."

3. Duplicate the Student Progress Check (SPC), "Qualities of a Good Caregiver."

Presentation	Resources
1. Introduce the topic and the student learning objective.	◘ Objective and Introduction
2. Discuss what makes a good caregiver of elderly people.	
☐ Explain that to be a good caregiver most people have or acquire some general skills. However, some of these skills are especially essential to caring for the elderly.	
☐ Ask students for examples of skills that are specific to caring for the elderly.	
☐ Have students complete SA1.	✍ SA1: Should I Work with Elderly People?
☐ Provide feedback. If students answered yes to five or more questions, they probably have many of the strengths or skills required for working with the elderly.	
3. Discuss what makes a good child-care and human-services worker.	
☐ Ask students for examples of characteristics or skills that make good child-care and human-services workers. Have them look again at questions 4-10 on SA1, which they have just completed. These questions identify some of those characteristics and skills.	

Presentation	Resources
☐ List their answers on the chalkboard or a flip chart. (Be sure to include all words from the list of words in SA2.)	chalkboard or flip chart
☐ Have students complete SA2.	SA2: Word Search: People Who Work in Child Care and Human Services Should Be...
☐ Provide feedback as to the placement of correct answers.	Feedback to SA
4. Summarize the lesson.	
Evaluation	
1. Have students complete the SPC and hand it in.	☑ SPC: Qualities of a Good Caregiver
2. Provide feedback.	
Note: The correct answers are: 1, 2, 3, 5, 7, 8, 10, 11, 14, 15, 16, and 19	

In Other Programs:

(Please add.)

Student Activity 1 **Should I Work with Elderly People?**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Read the following statements and decide whether it applies to you. Check the "yes" or the "no" space next to each statement.

1. I enjoy listening to the stories of older adults and learning what their lives have been like.
   YES___ NO___

2. I like to discover that I share some interests with people who are much older than I am.
   YES___ NO___

3. I enjoy learning about ways the world has changed over the years since my grandparents and great-grandparents were my age.
   YES___ NO___

4. I like being able to do little things to help other people.
   YES___ NO___

5. I am a friendly person.
   YES___ NO___

6. I am usually a cheerful person.
   YES___ NO___

7. I can express my understanding but maintain a positive attitude when someone I care about is feeling a little depressed.
   YES___ NO___

8. I am a good listener.
   YES___ NO___

9. I am honest.
   YES___ NO___

10. I see everyday tasks related to keeping people healthy and happy as essential and satisfying parts of living.
    YES___ NO___

Student Activity 2

Word Search: People Who Work in Child Care and Human Services Should Be...

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: In the following block of letters, locate and circle words that describe good child-care and human-services workers, using the word list below. Words in the block appear vertically, horizontally, diagonally, backwards and forward.

H	A	G	O	C	K	L	C	A	A	T	B	C
O	G	O	T	C	L	P	D	P	J	C	K	O
N	N	P	O	T	K	R	E	T	A	O	T	P
E	I	F	A	I	R	P	L	K	N	P	O	C
S	D	A	I	T	K	M	O	L	E	R	M	R
T	N	T	L	R	I	R	V	I	A	L	B	E
K	A	A	O	U	N	E	I	N	B	X	A	S
P	T	L	Y	S	D	S	N	E	C	Y	C	P
G	S	A	A	T	O	P	G	C	T	C	O	E
O	R	T	L	W	L	O	R	P	E	B	N	C
M	E	I	T	O	I	N	T	E	R	E	S	T
T	D	E	Y	R	A	S	J	P	T	A	I	F
R	N	C	A	J	L	I	I	O	A	E	D	U
P	U	L	K	A	A	B	B	H	S	N	E	L
K	T	M	T	N	Y	L	L	N	T	S	R	R
U	K	O	B	T	O	E	E	R	A	N	A	A
C	C	P	A	M	L	I	F	G	H	E	T	T
A	G	T	O	L	E	R	A	N	T	B	E	N
I	N	Y	H	T	R	O	W	T	S	U	R	T

Word List

- honest
- understanding
- loving
- fair
- considerate
- trust
- tolerant
- responsible
- patience
- kind
- respectful
- trustworthy

Feedback to Student Activity

H	A	G	O	C	K	L	C	A	A	T	B	C
O	G	O	T	C	L	P	D	P	J	C	K	O
N	N	P	O	T	K	R	E	T	A	O	T	P
E	I	F	A	I	R	P	L	K	N	P	O	C
S	D	A	I	T	K	M	O	L	E	R	M	R
T	N	T	L	R	I	R	V	I	A	L	B	E
K	A	A	O	U	N	E	I	N	B	X	A	S
P	T	L	Y	S	D	S	N	E	C	Y	C	P
G	S	A	A	T	O	P	G	C	T	C	O	E
O	R	T	L	W	L	O	R	P	E	B	N	C
M	E	I	T	O	I	N	T	E	R	E	S	T
T	D	E	Y	R	A	S	J	P	T	A	I	F
R	N	C	A	J	L	I	I	O	A	E	D	U
P	U	L	K	A	A	B	B	H	S	N	E	L
K	T	M	T	N	Y	L	L	N	T	S	R	R
U	K	O	B	T	O	E	E	R	A	N	A	A
C	C	P	A	M	L	I	F	G	H	E	T	T
A	G	T	O	L	E	R	A	N	T	B	E	N
I	N	Y	H	T	R	O	W	T	S	U	R	T

Student Progress Check ☑

Qualities of a Good Caregiver

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: In the list below, put a check mark (✓) beside each word or phrase that identifies the qualities of a good caregiver.

_____ **1.** is honest

_____ **2.** is understanding

_____ **3.** likes to do things for others

_____ **4.** is inconsiderate

_____ **5.** is loving

_____ **6.** is shy

_____ **7.** is tolerant

_____ **8.** is responsible

_____ **9.** is impatient

_____ **10.** is kind

_____ **11.** is respectful

_____ **12.** likes working with tools and machines

_____ **13.** has a negative attitude

_____ **14.** is trustworthy

_____ **15.** is interested in others

_____ **16.** is friendly

_____ **17.** is interested in things you can do alone

_____ **18.** is pessimistic

_____ **19.** is a good listener

_____ **20.** likes working with plants

Objective and Introduction

Student Learning Objective	Recognize the effects of your own feelings toward the disabled as individuals having particular needs and characteristics.
SPS (July 1994)	Not Applicable
Introduction	Young people are at the stage of development when they are self-preoccupied. To fully mature, however, they must become aware of the effects of their feelings and attitudes toward others -- especially toward others who are disabled in some way. In this lesson, students will explore their attitudes toward the disabled and recognize the effects of their attitudes through discussions and activities.

Teacher Activity

Preparation

1. Review the lesson and the Teacher Reference (TR), "Disabled and Disabilities."
2. Prepare the student activity (SA) by duplicating the last two pages of the TR and cutting the statements apart. Put the statements in a hat or basket.
3. Duplicate the Student Handout (SH), "When You Meet a Disabled Person."

Presentation	Resources
1. Introduce the topic and the student learning objective.	● Objective and Introduction
2. Discuss the disabilities of children and other individuals. ☐ Define the terms *disabled, disabilities, and physical challenged.* ☐ Give examples of types of disabilities. Ask students to give examples.	TR: Disabled and Disabilities
3. Discuss various attitudes toward the disabled. ☐ Ask students to share personal experiences they have had with disabled people. ☐ Ask them how it feels to interact with people who have disabilities.	
4. Have the students complete the SA. ☐ Pass the basket or hat of statements around the classroom and have students pick one statement each. ☐ Ask a few students to read their statements. Ask if they agree or disagree with the statements. ☐ Provide feedback and ask students to give feedback to each other. Encourage discussion of opposing viewpoints.	Basket of statements about the disabled

Presentation	Resources
☐ Discuss how generalizations can be unfair and can prevent people from seeing others as individuals. Emphasize that disabled people are like anyone else -- with their own personal likes, dislikes, interests, needs, etc.	
5. Have students take turns reading the SH.	▤ SH: When You Meet a Disabled Person
Evaluation	
1. Assign students to write an essay on how their feelings, beliefs, and attitudes about disabled people could effect a disabled person as an individual.	
2. Responses will vary. Discuss them.	

In Other Programs:

(Please add.)

Teacher Reference 📖 **Disabled and Disabilities**

Disabled - Having the normal abilities taken away or lacking a certain normal ability.

Types of Disabilities

☐ hearing impaired -- deaf

☐ visually impaired -- blind

☐ communication disorder or speech impaired -- mute or having unclear speech

☐ dual sensory impairment -- deaf and blind, mute and deaf

☐ mentally retarded -- having a lower intelligence level than is normal. There are different levels/degrees of intelligence

☐ physically impaired -- physically deformed

☐ autistic

☐ learning disabled

☐ frail and elderly

☐ Down's syndrome

☐ cerebral palsy

☐ emotionally disturbed

Teacher Reference - cont.

Statements Concerning Disabled Persons

Note: These statements concern values and attitudes that people have toward the disabled and are not necessarily *factual* statements. The statements can be used in helping students to understand their own personal feelings and attitudes about disabled people.

- ☐ Disabled persons are usually friendly.
- ☐ People who are disabled should not have to pay income taxes.
- ☐ Disabled persons are no more emotional than other people.
- ☐ Disabled persons can have normal social lives.
- ☐ Most physically disabled persons have a chip on their shoulders.
- ☐ Disabled workers can be as successful as other workers.
- ☐ Very few disabled persons are ashamed of their handicap.
- ☐ Most people feel uncomfortable when they associate with disabled people.
- ☐ Disabled people show less enthusiasm than nondisabled people.
- ☐ Disabled people do not become upset more easily than nondisabled people.
- ☐ Disabled people are often less aggressive than normal people.
- ☐ Most disabled persons get married and have children.
- ☐ Most disabled persons do not worry any more than anyone else.
- ☐ Employers should not be allowed to fire disabled employees.
- ☐ Disabled people are not as happy as nondisabled people.
- ☐ Severely disabled people are harder to get along with than are those with minor handicaps.
- ☐ Most disabled people expect special treatment.
- ☐ Disabled persons should not expect to lead normal lives.
- ☐ Most disabled people tend to get discouraged easily.
- ☐ The worst thing that could happen to a person would be for him/her to be severely injured.
- ☐ Disabled children should not have to compete with nondisabled children.
- ☐ Most disabled people do not feel sorry for themselves.
- ☐ Most disabled people prefer to work with other disabled people.
- ☐ Most severely disabled persons are not as ambitious as other people.
- ☐ Disabled persons are not as self-confident as physically normal persons.
- ☐ Most disabled persons don't want more affection and praise than other people.
- ☐ It would be best if a disabled person married another disabled person.
- ☐ Most disabled people do not need special attention.
- ☐ Disabled people want sympathy more than other people.
- ☐ Most physically disabled persons have different personalities than normal persons.

Student Handout

When You Meet a Disabled Person

First of all, remember that the person with a handicap is a person. He/She is like anyone else, except for the special limitations of his/her handicap.

☐ A disability need not be ignored or denied between friends. But until your relationship is closer, show a friendly interest in him/her as a person.

☐ Be yourself when you meet him/her.

☐ Talk about the same things as you would with anyone else.

☐ Help the person only when he/she requests it. When a disabled person falls, he/she may wish to get up by himself/herself, just as many blind persons prefer to get along without assistance. So offer help, but wait for his/her request before giving it.

☐ Be patient. Let the disabled person set his/her own pace in walking or talking.

☐ Don't be afraid to laugh with him or her.

☐ Don't stop and stare when you see a disabled person you do not know. He/She deserves the same courtesy that any other person would receive.

☐ Don't be overprotective or oversolicitous. Don't shower the disabled person with kindness.

☐ Don't ask embarrassing questions. If the disabled person wants to tell you about his/her disability, he/she will bring up the subject himself/herself.

☐ Don't offer pity or charity. The disabled person wants to be treated as an equal. He/She wants a chance to prove himself/herself.

☐ Don't separate a disabled person from his/her wheelchair or crutches unless he/she asks you to. S(he) may want them within reach.

☐ When dining with a disabled person, don't offer help in cutting his/her food. He/She will ask you or the waiter if he/she needs it.

☐ Don't make up your mind ahead of time about the disabled person. You may be surprised at how wrong you are in judging his/her interests and abilities.

☐ Enjoy your friendship with the disabled person. His/Her philosophy and good humor may give you inspiration.

Objective and Introduction

Student Learning Objective	Identify appropriate clothing for children, elderly adults, and physically challenged or disabled adults.
SPS (July 1994)	Not Applicable
Introduction	One of the responsibilities of a good child-care and human-services worker is to know how to identify the special needs of the people they care for, including clothing requirements. Becoming aware of these types of special needs can be helpful, even to a young person who is not a human-services worker, in understanding those around him/her. In this lesson, students will listen to guest speakers discuss the special clothing needs of children, the elderly, and the disabled. Students will participate in an activity meant to help develop their awareness.

Teacher Activity

Preparation

1. Review the lesson.

2. Duplicate the Student Activity (SA), "Clothes for Children, the Elderly, and the Physically Disabled."

3. Arrange to have guest speakers:

   ☐ a parent or child-care attendant of small children
   ☐ a nurse or nursing-home attendant who works with elderly people
   ☐ a physical therapist or nurse who works with the physically disabled

   Ask each speaker to prepare to speak 10 minutes on special clothing considerations related to the type of person for whom he/she cares. Ask them to bring in various types of clothing to illustrate their presentation. Give each guest speaker the Student Activity (SA) sheet that corresponds to the information he/she will be presenting.

4. Duplicate the Student Progress Check (SPC), "Appropriate Clothing for Special Needs."

Presentation	**Resources**
1. Introduce the topic and the student learning objective.	◙ Objective and Introduction
2. Discuss the special clothing needs of children, elderly adults, and physically disabled adults.	
☐ Introduce each of the speakers before they present their information.	
☐ Have students complete the SA as the guest speakers present their information. After each presentation, ask students if they have questions for the speaker. Be sure that enough information is given by each guest speaker for students to correctly fill out the SA.	✍ SA: Clothes for Children, the Elderly, and the Physically Disabled
☐ Go over the SA and ask students to share their answers. Provide feedback and ask guest speakers to help clarify information if needed.	

Presentation	Resources
Evaluation 1. Have the students complete the SPC. 2. Students' responses will vary. Discuss them and provide feedback.	☑ SPC: Appropriate Clothing for Special Needs

In Other Programs:

(Please add.)

Student Activity

Clothes for Children, the Elderly, and the Physically Disabled

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: As guest speakers tell you about the different clothing needs of the people they care for, answer the questions below. If a speaker does not give the information you need, ask a question.

A. Clothes for Children

1. What is the most important consideration in selecting clothes for:
    - a. babies?
    - b. toddlers?
    - c. preschoolers?
    - d. school-age children?
2. What types of clothes are worn most often by:
    - a. babies?
    - b. toddlers?
    - c. preschoolers?
    - d. school-age children?
3. What safety features should be included in clothes for:
    - a. babies?
    - b. toddlers?
    - c. preschoolers?
    - d. school-age children?

Student Activity – cont.

B. Clothes for the Elderly

1. What special considerations must be taken into account when clothes are selected for an older person?

2. What type of clothing should be chosen or adaptations made for an older person with arthritis?

3. What type of clothing should be chosen or adaptations made for an older person who is bed-bound?

4. What type of clothing should be chosen or adaptations made for an older person who uses a walker? A wheelchair?

5. What type of clothing should be chosen or adaptations made for an older person who has had a stroke?

C. Clothes for Physically Disabled

1. What kinds of special clothing should be selected or adaptations made for people who are blind or visually impaired?

2. What kinds of special clothing should be selected or adaptations made for people who are in wheelchairs?

3. What kinds of special clothing should be selected or adaptations made for people who have artificial arms or legs or other physical deformities?

4. What kinds of special clothing should be selected or adaptations made for people who have broken their arms or legs or have suffered other types of injuries?

Student Progress Check ☑ Appropriate Clothing for Special Needs

Name: ____________________

Date: ____________________ Period: __________

Directions: Read the following situations and answer the questions.

1. Since your grandmother's surgery, she cannot move as easily as before and sometimes must use a walker or a wheelchair. Your family has decided to give her a new spring outfit when you visit her on Easter. What type of outfit should you buy? What special considerations must you take into account?

2. Your friend has broken her arm and has it in a cast. What would you suggest she wear to make dressing easier? What type or items of clothing should she avoid?

3. Your little brother, who has just turned three, is learning to dress himself. You want to buy him some new clothes for Christmas. What kinds of clothing would you select? What would you avoid?

Objective and Introduction

Student Learning Objective	Describe the types of information to be collected from parents for whom you babysit.
SPS (July 1994)	**O** 09.02 Describe qualities of a good caregiver. **E** 03.04 Describe job tasks and responsibilities related to specific human-service careers.
Introduction	To take adequate care of children as a babysitter, a young person should be able to describe the characteristics of a good caregiver of children and the tasks and responsibilities related to caring for children. One important responsibility is to know the type of information that the babysitter should collect before being left alone with the child or children. In this lesson, students will discuss these aspects of babysitting and participate in an activity.

Teacher Activity

Preparation

1. Review the lesson and Chapter 22, "Babysitting: Earning and Learning," *Creative Living (CL)*, pp. 209-216.

2. Duplicate Chapter 22, "Babysitting: Earning and Learning, Study Guide" and "Chapter 22 Worksheet," *Creative Living: Student Workbook (CL:SW)*, pp. 58-59 for the student activity (SA).

3. Duplicate the Student Handout (SH), "Things to Know While Babysitting."

4. Duplicate the Student Progress Check (SPC), "Information to Collect before Babysitting."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss the characteristics of a good babysitter.	
☐ Have students read Chapter 22, "Babysitting: Earning and Learning" in the textbook.	*CL*, pp. 209-216
☐ Ask students to identify some basic skills or qualities of a good babysitter. Ask them to use their own experience as a babysitter and to try to remember some of the babysitters they had when they were younger children.	
☐ List their answers on a chalkboard or flip chart. Add to the list any of the qualities or skills listed below that students did not provide.	chalkboard or flip chart
Note: Good babysitters: - enjoy being with children. - are kind, warm, and open. - can provide discipline in a consistent way. - are patient and understanding. - are flexible. - are calm and easygoing. - can be comforting. - can be creative and enjoy playing with children. - like to have fun with children. - are responsible and reliable. - are attentive and knowledgeable about safety.	

Presentation | **Resources**

- ☐ Ask students for examples ofbehavior that illustrate these qualities and skills.

3. Discuss the tasks and responsibilities of a babysitter.

- ☐ Ask students to describe some of the tasks and responsibilities of a babysitter.
- ☐ List their answers on a chalkboard or flip chart. Add to the list any of the tasks or responsibilities described below that students did not provide.

Note: Babysitting tasks and responsibilities:

- asking parents for emergency information and other types of information about the children
- providing safety
- feeding
- enforcing parental rules
- playing with children or providing recreational activities
- putting children to bed
- comforting children when they are hurt or afraid

- ☐ Describe examples of each task listed.

4. Discuss the information to be collected from parents.

- ☐ Explain that in this lesson, the focus is on the task of getting information from parents for emergencies and other reasons.
- ☐ Have students complete the SA. Ask some of them to share their answers.

✍ *CL:SW*, pp. 58-59

- ☐ Give feedback by going over the SH information. Tell students to use this as an information form that they can copy and fill out for every family for whom they babysit.

▤ SH: Things to Know While Babysitting

5. Summarize the objective and lesson.

Presentation

Evaluation

1. Have students complete the SPC and hand it in.
2. Provide feedback. Students should have at least six of the following eight types of information:
   - ☐ family name
   - ☐ address
   - ☐ phone number
   - ☐ children names, ages, bedtime, and likes and dislikes
   - ☐ a phone number or address where parents can be reached
   - ☐ emergency phone numbers
   - ☐ the names of neighbors, friends, or family to contact in an emergency
   - ☐ any special information about medicine to be given, meals, or other duties/instructions

Resources

☑ SPC: Information to Collect before Babysitting

In Other Programs:

(Please add).

Student Handout Things to Know While Babysitting

Family name:____

Address:____

Phone:____

Children:

Name	Age	Bedtime	Likes and Dislikes

Parents can be reached at:

Place:______________________ Phone Number:__________

or after _____ o'clock at ________________ Phone Number:__________

Emergency phone numbers:

Doctor:______________________ Police:__________

Fire Department:________________ Poison Control Center:__________

Neighbors, friends or family to call in an emergency:

Name	Phone Number

Special instructions:

Meals:____

Medicine(s) to be given:______________________________

Student Progress Check ☑ **Information to Collect before Babysitting**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write a few words to describe at least six types of information to be collected from a family for whom you babysit.

1.

2.

3.

4.

5.

6.

Lesson VII-7: Toys and Activities for Children

Objective and Introduction

Student Learning Objective	Describe appropriate toys and recreational activities for infants, toddlers, and preschool-aged children.
SPS (July 1994)	O 09.04 Describe appropriate recreational activities for children, the elderly, and the disabled.
Introduction	One of the skills a good child-care worker has is the ability to engage children in recreational activities. Playing with children can be one of the rewards of this kind of work. To do this, the worker must also know about the stages of child development and the role they play in development. In this lesson, students will be given information on child development and will participate in activities in which they describe toys and activities for children according to their developmental stage.

Teacher Activity

Preparation

1. Review the lesson and Chapter 19, "Ages and Stages," *Creative Living (CL)*, pp. 182-191.
2. Prepare the transparency (TM), "Stages of Development" from *Creative Living*, p. 183.
3. Duplicate the Student Activity (SA), "Toys and Activities for Children."
4. Duplicate the Student Progress Check (SPC), "Describing Toys and Activities."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss the stages of child development.	
☐ Explain the four stages of child development shown on the transparency.	Stages of Development, *CL*, p. 183
☐ Ask students to take turns reading the blocks of information in the textbook about each of the stages of development. Have them read the information for one stage before going onto the next stage.	*CL*, pp. 182-191
3. Discuss appropriate recreational activities and toys for each stage of child development.	
☐ For each stage, describe examples of the types of toys or recreational activities helpful for developing motor abilities, and take advantage of the type of learning that is characteristic of that stage.	
☐ Ask students for other examples.	
☐ Have students complete the SA while you are discussing toys and activities. Ask some of them to share their answers.	SA: Toys and Activities for Children
4. Provide feedback.	Feedback to SA
5. Summarize the objective and lesson.	

Presentation	Resources
Evaluation 1. Have students complete the SPC and hand it in. 2. Provide feedback. (See Feedback to SA.)	☑ SPC: Describing Toys and Activities

In Other Programs:

(Please add.)

Student Activity Toys and Activities for Children

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: For each stage of child development listed below, write four examples of toys and two examples of play activities that would be appropriate.

Infant (birth to one year)

Toys

1.
2.
3.
4.

Play Activities

1.
2.

Toddler (1 - 3 years)

Toys

1.
2.
3.
4.

Play Activities

1.
2.

Preschooler (3 - 5 years)

Toys

1.
2.
3.
4.

Play Activities

1.
2.

Feedback to Student Activity ⟺

Answers should include any four of the toys listed and any three of the play activities.

Infant (birth to one year)

Toys

dangling toys (such as mobiles), small objects they can grasp (such as rattles), washable toys (such as a rubber duck), simple toys

Play Activities

playing peek-a-boo, singing to child, or playing music

Toddler (1 - 3 years)

Toys

large blocks, push-pull toys, bath toys, finger paints or crayons, soft plastic or rubber ball, stuffed animal, soft doll

Play Activities

playing "pretend"; imitating things they have seen others do; singing with child; playing music; doing exploring-type activities in safe surroundings; reading very simple books with bright pictures; simple rhymes; coloring with a few crayons and paper; running, jumping,
tumbling, etc., outside (active play); telling stories; finger painting

Preschooler (3 - 5 years)

Toys

set of blocks larger than before; dolls; stuffed animals; "pretend" playsets, such as tea sets or dishes, tool sets, etc.; crayon sets; finger paint or water-based paint sets

Activities

dancing; physical, active outdoor playing; tossing or rolling a ball; reading picture books, such as ABC books or other "identifying" books; rhyming books; simple humor; telling stories; coloring with larger crayon sets; finger painting; playing simple games, such as London Bridge, hide-and-seek, Simon Says; making lace-up cards or paper dolls; cutting and gluing construction paper (crafts)

Student Progress Check ☑ **Describing Toys and Activities**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: For each stage of child development listed below, describe two examples of toys and one example of play activities.

Infant (birth to one year)

Toys

1.

2.

Play Activities

1.

Toddler (1 - 3 years)

Toys

1.

2.

Play Activities

1.

Preschooler (3 - 5 years)

Toys

1.

2.

Play Activities

1.

Lesson VII-8: Safety in Human-Care Services

Objective and Introduction

Student Learning Objective

Identify safety precautions to take when one is responsible for children, an elderly person, or a disabled person.

SPS (July 1994)

O 09.03 Identify safety precautions when responsible for children and elderly and disabled persons.

Introduction

An important job task and responsibility in child care and human services is providing for the safety of the person who is being cared for. Some general safety precautions apply to all types of situations. There are also some particular things a child- care and human-services worker needs to know in order to take care of children, the elderly, or the disabled.

In this lesson, students will be given general and specific information about safety.

Teacher Activity

Preparation

1. Review the lesson.

2. Duplicate the following:

    ☐ Student Handout 1 (SH1), "Safety for Older Persons"
    ☐ Student Handout 2 (SH2), "Helping a Person Who Has Trouble Seeing"
    ☐ "First Aid and First Aid Kit" from *Creative Living*, p. 207, for student handout 3 (SH3)

3. Duplicate the Student Activity (SA), "Identifying Safety Precautions."

4. Duplicate the Student Progress Check (SPC), "Safety Precautions for Children, the Elderly, and the Disabled."

Presentation	**Resources**
1. Introduce the topic and the student learning objective.	● Objective and Introduction
2. Discuss safety precautions for the elderly.	
☐ Have students take turns reading SH1.	▤ SH1: Safety for Older Persons
☐ Ask students if they have ever taken any of these precautions for an older relative or a family friend?	
3. Discuss safety precautions for the visually disabled and the hearing disabled.	
☐ Have students take turns reading SH2.	▤ SH2: Helping a Person Who Has Trouble Seeing
☐ Ask students whether they have ever taken any of these precautions for a relative or friend who has vision or hearing problems.	
4. Discuss first aid.	
☐ Have students take turns reading SH3 about first-aid.	▤ *CL*, p. 207

Presentation	Resources
☐ Ask students whether they have ever taken a first-aid course or have ever provided first-aid for another person or themselves.	
☐ Ask students if they have all or some of the supplies listed for the first-aid kits. Where are these things kept--in a cabinet together, in the bathroom, in a first-aid kit? Are the first-aid supplies easy to find?	
5. Have students complete the SA. Ask some of them to share their answers. Provide feedback.	✍ SA: Identifying Safety Precautions
Note: The correct answers are: 3, 4, 6, 8, 10, 12, 15, 16, 18, 19, and 23.	
6. Summarize the objective and lesson.	
Evaluation	
1. Have students complete the SPC and hand it in.	☑ SPC: Safety Precautions for Children, the Elderly, and the Disabled
2. Provide feedback.	
Note: The correct answers are: 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, and 14.	

In Other Programs:

(Please add.)

Student Handout 1 ☰ **Safety for Older Persons**

Preventing accidents, like falling, is very important. Accidents that can cause the person to fall can be very serious and can break bones. Older people's bones heal slowly, and this will cause the person to be more helpless. Preventing accidents means finding safety hazards in the home and getting rid of them.

Listed below are ways to make the home safe and prevent accidents of older persons. Please read them carefully.

- ☐ Put in bright lights, especially on stair landings and stairwells.
- ☐ Put in handrails on both sides of staircases and halls.
- ☐ Paint top and bottom steps and risers in easy-to-see colors, not dark colors. Put nonskid treads on the stairs. This will keep the older person from slipping.
- ☐ Get rid of loose extension cords, small mats, loose throw rugs, and slippery linoleum.
- ☐ Tack down edges of rugs or use wall-to-wall carpeting.
- ☐ Use rubber-backed nonskid rugs and nonskid floor wax.
- ☐ Have the older person you are caring for should wear rubber or corrugated soles on shoes.
- ☐ Have bright lights that lead from bedside tables to the bathroom. It is helpful to have baseboard lights, like night-lights; easy-to-reach switches; and a flashlight at his/her bedside.
- ☐ Use lever-type handles on the doors instead of round doorknobs.
- ☐ Put a telephone at his/her bedside.
- ☐ Get rid of casters (rollers) on chairs, rickety tables, furniture with sharp corners, and high beds.
- ☐ Ask the older person not to look up when he/she is climbing stairs, or to move his/her head suddenly to one side. This can cause the person to faint.
- ☐ Put in bright lights at the medicine cabinet to keep the person from making mistakes when he/she is getting medicine.
- ☐ Do not let the person smoke in bed. It causes fires easily.
- ☐ Make sure that stove dials are easy to read.
- ☐ Have the older person turn shower faucets on and off while standing outside the tub or shower.
- ☐ Put in grab rails and nonskid mats or emery strips in bathtubs.
- ☐ Have the older person use high sinks and high toilet seats, if that is possible.
- ☐ Place food on high shelves in the refrigerator to keep the older person from bending his/her head, which may cause dizziness and falls.
- ☐ Have the older person take vision and hearing tests regularly, and have any eye, ear, and foot problems taken care of right away to prevent stumbling.

From Training the Elderly and Their Caregivers in the Home (TEACH). Used with permission.

Student Handout 2 Helping a Person Who Has Trouble Seeing

Losing eyesight happens often when we get older. People who lose their eyesight may:

- ☐ not see clearly close up or far away.
- ☐ not be able to tell colors.
- ☐ have tunnel vision, as though they are looking through a tunnel to see.
- ☐ see everything dimly, as though in a dark room.
- ☐ see things double.
- ☐ not be able to see at all.

Because vision loss in the elderly happens slowly, most older people learn to cope and live with having less eyesight. Here are some things you can do to help a person with vision loss.

- ☐ Rooms should be well lit, but without shining glare on surfaces. Polished floors and other shiny surfaces like glass or brass can cause glare.
- ☐ Colors that contrast with each other, like white and black or bright orange and dark blue, can make things easier to see. Whenever you can, put light food on dark plates, and dark food on light plates. Tablecloth colors should be a sharp contrast to the color of the plates. For example, put dark plates on a white tablecloth.
- ☐ Furniture should be solid and, if possible, contrast in color with walls and floors, so the furniture is easily seen. A transparent glass-top table could be dangerous because it can be hard for a person to see.
- ☐ Get large-lettered and numbered items such as calendars, clocks, telephone dials, books, and newspapers. These are easier for a person with poor eyesight to see.
- ☐ When you speak to a person whose eyesight is poor, don't shout. Face the person and don't cover your mouth, chew gum, or smoke while you are speaking. This way the person can see your face, hear you clearly, and more easily tell what you are saying.
- ☐ Ask the person's doctor or nurse about low-vision aids. For example, hand-held magnifiers and clip-on lenses that hook on to eyeglasses can help some people when reading.
- ☐ If eyeglasses are prescribed, make sure the lenses are clean and that the glasses are well fitted.
- ☐ Fixed landmarks that stand out in the home can help the person with a vision loss to get around. Brighgt posters or pictures and odd-shaped pieces of furniture that are never moved can give the person reminders of where he/she is.

From *Training the Elderly and Their Caregivers in the Home (TEACH)*.

Student Activity

Identifying Safety Precautions

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: From the list of statements below, identify safety precautions by placing a check (✓) next to the statements that are true.

Safety and the Elderly

____ 1. Paint top and bottom steps and risers dark colors.

____ 2. Get rid of wood floors.

____ 3. Have the older person you are caring forwear rubber or corrugated soles on shoes.

____ 4. Put a telephone at his/her bedside.

____ 5. Ask the older person to call you when he/she want to get out of a chair. Older people shouldn't move around by themselves. Fainting can occur.

____ 6. Put bright lights in the medicine cabinet to keep the person from making mistakes when he/she is getting medicine.

____ 7. Have the older person turn shower faucets on and off while standing inside the tub or shower.

____ 8. Put in grab rails and nonskid mats or emery strips in bathtubs.

Safety for the Visually Impaired

____ 9. Rooms should be very bright, with a shining glare on surfaces.

____ 10. Put light food on dark plates and dark food on light plates. Tablecloth colors should contrast sharply with the color of the plates.

____ 11. Furniture should be lightweight and, if possible, similar in color to walls and floors.

____ 12. When you speak to a person whose eyesight is poor, face the person. Don't shout, cover your mouth, chew gum, or smoke while you are speaking.

____ 13. Fixed landmarks that stand out in the home can help the person with vision loss to get around.

Student Activity – cont.

Safety for Children

____ 14. Keep crib rails down.

____ 15. Tie kitchen chairs to table legs.

____ 16. Never use electrical appliances near a bathtub.

____ 17. Turn pot handles toward the front of the stove when cooking.

____ 18. Never leave a child alone in a wading pool or bathtub.

____ 19. Keep medicines locked up.

____ 20. Keep cleaning materials like ammonia and bleach within easy reach.

____ 21. Leave electrical outlets uncovered.

____ 22. Do not let children eat too much sugary food.

____ 23. Remove low-hanging tablecloths.

Student Progress Check ☑

Safety Precautions for Children, the Elderly, and the Disabled

Name: ____________________________________

Date: ____________________________________ Period: ______________

Directions: From the list of statements below, identify safety precautions by placing a check mark (✓) next to the statements that are true.

Safety and the Elderly

____ 1. Paint top and bottom steps and risers light colors.

____ 2. Have the older person you are caring for wear sandals or high-heeled shoes.

____ 3. Put bright lights in the medicine cabinet to keep the person from making mistakes when he/she is getting medicine.

____ 4. Have the older person turn shower faucets on and off while standing outside the tub or shower.

____ 5. Get rid of loose throw rugs.

Safety for the Visually Impaired

____ 6. Put light food on dark plates and dark food on light plates. Tablecloth colors should contrast sharply with the color of the plates.

____ 7. Furniture should be solid and, if possible, contrast in color with walls and floors.

____ 8. Cover your mouth when speaking.

____ 9. Fixed landmarks that stand out in the home can help the person with vision loss to get around.

Safety for Children

____ 10. Keep crib rails up.

____ 11. Never use electrical appliances near a bathtub.

____ 12. Turn pot handles toward the back of the stove when cooking.

____ 13. Never leave a child alone in a wading pool or bathtub.

____ 14. Keep medicines locked up.

____ 15. Leave electrical outlets uncovered.

Lesson VII-9: Human-Care Services Project

Objective and Introduction

Student Learning Objective	Complete an activity related to child-care and human services.
SPS (July 1994)	**E** 03.07 Complete an activity related to human services careers.
Introduction	To get a "taste" of the world of child-care and human-services work, each student will participate in a project or activity relating to the field. In this lesson, students will be given a number of suggestions for projects or activities. They can also use an original idea for a project or activity not on this list (if it meets with the teacher's approval).

Teacher Activity

Preparation

1. Review the lesson and the list of possible projects. Add your own ideas for projects or activities, if you wish.
2. Duplicate the Student Activity (SA), "Projects or Activities in Human-Care Services."
3. Duplicate the Student Progress Check (SPC), "Project Completion Checklist and Questionnaire."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss possible projects or activities for students' individual projects.	
☐ Ask students to take turns reading from the list of suggested projects or activities.	
☐ Go over the grading criteria and for each area listed in the directions of the SA, give examples of what will gain maximum points.	SA: Projects or Activities in Human-Care Services
☐ Ask students for questions or for other suggestions of projects. Tell them they must choose one of the suggestions for their individual projects or use an original idea that you have approved. Tell them that if they have an idea that is not on the list to discuss it with you.	
☐ Give students a week (or several days) to complete their projects.	
Evaluation	
1. Have each student complete the SPC for his/her project and hand it in along with a project or activity report.	☑ SPC: Project Completion Checklist and Questionnaire
2. Provide feedback. To indicate the points students earned, fill in the Grade scale at the end of each SPC.	

In Other Programs:

(Please add.)

Student Activity **Projects or Activities in Human-Care Services**

Name: ____________________

Date: ____________________ Period: __________

Directions: Choose one of the following projects or activities as your project. Or, you may use an idea of your own that is not given on the list. (Before beginning the project, however, you must discuss your idea with the teacher and get his/her approval.) You do not need to purchase materials. Use materials easily found around your home. You will gain more points for using your imagination than for spending money.

Your grade will be based on the following:

60 points - Project is complete with the SPC and any reports, materials, etc., required.
20 points - Project is creative.
10 points - Project is neat.
10 points - Project is handed in on time.

1. Babysitter's bag of tricks -- Make a bag of games, toys, books, and materials for activities for children when babysitting. (Don't buy toys, games, or books - make them!)

2. Toy factory -- Make a toy for a child and identify the age of the child. Keep a journal describing the steps you went through to make it and include the amount of time you spent. Possible toys:

   ☐ two puzzles -- You will need pieces of cardboard and a picture to glue onto it.
   ☐ three paper-bag puppets -- The puppets must be detailed and colorful.
   ☐ counting book, ABC book, or animal book of at least 10 pages
   ☐ blocks or stacking toys made from clean plastic or cardboard milk cartons, cereal boxes, etc.

3. First-aid kit -- See SH4 from Lesson VII-8 for supplies needed. With your parents' permission, use first-aid supplies from home to make up your kit.

4. Do volunteer work at a nursing home or senior citizens center. Describe your activities and the people you work with in a journal.

5. Make an assistive device for a disabled person. Talk to a physical therapist or other professional to get ideas for devices (cane, long "hook" to reach with from a wheelchair, etc.).

6. Do volunteer work with a disabled person. For example, read to a blind person. Keep a journal of your experience.

Student Activity – cont.

7. If you babysit frequently (at least five times for the project), keep a journal of your jobs. Record what you do with the children and include the babysitter's information sheet you completed with the family(ies) you babysat for.

8. If your area has a Special Olympics for the disabled, volunteer to help. Keep a journal of your experiences.

9. Make or adapt some type of clothing for an elderly or disabled person.

For projects that are activity-oriented and require reports or journals instead of something you make, you may want to take photographs or draw pictures that will show what you did. For example, take photographs of people you worked with when volunteering.

Student Progress Check ☑ Project Completion Checklist and Questionnaire

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Complete this checklist and answer the questions to show that you have completed your project. Hand it in with your other materials or reports. Do NOT fill in Section C. Your teacher will use this section to record your grade and return the checklist to you.

A. Checklist of Completion

____ My project is complete and includes the following materials, reports, etc.:

____

____

____

____

(Use an extra sheet of paper, if needed, to list what is included in your project.

____ My project shows imagination and creativity in the following way:

____

____

____ My project is neat and tidy, and all pieces are kept together and labeled. If a report is included, it is neatly written and organized.

____ My project is handed in on time on the following date:____________.

Student Progress Check – cont. ☑

B. Questions

1. What did you do when developing your project? Describe the steps you went through to complete your project. (If you have answered this already in a report, write "See report.")

2. Describe what you learned from your project.

C. Project Grade (to be filled out by the teacher)

Grade:

________ Points for completeness

________ Points for creativity

________ Points for neatness

________ Points for being on time

________ **Total points**

Teacher Comments:

Hospitality Industry Program

Culinary Arts Transition

Module VIII

Housing and Home Furnishing

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Lesson VIII-1: Careers in Housing and Home Furnishing

Objective and Introduction

Student Learning Objective

Identify various entry-, intermediate-, and professional-level careers in housing and home furnishing.

SPS (July 1994)

E 06.01 Identify careers in housing and in interior design and equipment.

E 06.04 Describe the job tasks and responsibilities related to specific housing and interior-design-and-equipment careers.

E 06.05 Identify job sources for housing and in interior-design-and-equipment careers.

Introduction

Like food and clothing, housing is a basic need. A house is also an expression of the personalities, values, and interests of its occupants. Since there are always people who need new houses or who want to redesign or repair their houses, many possibilities for employment in housing and home furnishing exist.

As in institutional and home services and management, careers in housing and home furnishing may be at any of three main levels: entry, intermediate, and professional. In this lesson, the various levels of careers in home furnishing are discussed.

Teacher Activity

Preparation

1. Have the textbook *Careers in Home Economics (CHE)* ready so that students can read Unit 7, "Housing and Interior Design Careers," pp. 408-429. This unit is about entry-level occupations.

2. Duplicate the Student Handout (SH), "Careers in Housing."

3. Duplicate the following:

   - ☐ Student Activity 1 (SA1), "About Housing and Home Furnishing"
   - ☐ Student Activity 2 (SA2), "Careers in Housing and Home Furnishing"
   - ☐ "Identifying Local Housing and Interior Design Jobs," *Careers in Home Economics: Workbook Teacher's Edition (CHE:WTE)*, p. 189, for student activity 3 (SA3)
   - ☐ Student Activity 4 (SA4), "Interview Guide"

4. Duplicate the following from Chapter 27, *CHE:WTE* for the student progress check (SPC):

   - ☐ Activity 1, "Basic Review," p. 187
   - ☐ Activity 2, "Housing and Interior Design Word Challengers," p. 188
   - ☐ Activity 4, "Which of These Entry-Level Jobs Is Best for Me?" p. 190

5. Obtain local newspapers, magazines, and phone books.

6. Arrange for a couple of interior decorators to speak about careers in housing and home furnishing and about designing and decorating restaurants and hotels. Ask the speaker to bring some of the basic materials and equipments needed.

   Provide the speakers with a list of the topics you would like to have discussed. Examples include the tasks and responsibilities related to and the abilities, interests, and training required for each level of job: entry level (such as an interior decorator aide), intermediate level (such as an interior-decorator intern), and professional level (such as an interior decorator or interior designer). The topics should also include furnishing and decorating the eating and drinking establishments such as restaurants and cafeterias.

7. Acquire poster boards, scissors, glue, markers, and pictures (cut from magazines or made by students) about housing style from various eras in history or from different places around the country or about styles of various types of restaurants and hospitality establishments, such as different ethnic restaurants, hotel restaurants, fast-food places, cafeterias, etc.

8. Counsel and guide students through various careers at various levels in housing and home furnishing.

Presentation	Resources
1. Introduce the topic and student learning objective.	Objective and Introduction
2. Have students complete SA1. Discuss the results.	SA1: About Housing and Home Furnishing
Note: Correct answers are: 1 - T, 2 - F, 3 - T, 4 - T, 5 - T, 6 - T, 7 - T, 8 - T, 9 - T, and 10 - T.	flip chart or chalkboard
3. Discuss careers in housing, using the student handout.	SH: Careers in Housing
4. Have students complete SA2. Discuss the results.	SA2: Careers in Housing and Home Furnishing
Note: Correct answers are: 1, 8, 11, 13, 15, 17, 21, 24, and 25.	flip chart or chalkboard
5. Have students read the textbook.	*CHE*, pp. 408-429
☐ Have them answer the questions on pages 428-429. Discuss their answers.	
6. Divide students into groups. Have each group analyze the want ads from the local newspaper and complete SA3.	Identifying Local Housing and Interior Design Jobs, *CHE: WTE*, p. 189
7. Have students interview a person in the field of housing and home furnishing, especially in the hospitality and restaurant furnishing field specializing in hotel or restaurant design. Examples of the interviewees include an architect, a commercial kitchen appliance demonstrator, a restaurant interior decorator aide, and a hotel and motel interior designer. (An alterernative may be a career report using information in the career library.)	want ads from local newspapers and magazines; yellow pages of the local phone book
☐ Divide students into groups and have each group locate the names of persons with careers in which the students are interested, by checking through the yellow pages of the local phone book.	
☐ Have each group complete SA4.	SA4: Interview Guide

Presentation

☐ Have each group present the interview results to the class.

8. Invite a couple of guest speakers to talk about different levels of jobs, their own tasks and responsibilities, abilities, interests, training required for their jobs, career-advancement opportunities, and training and experience requirements for occupations in their field. Also, have them discuss the same topics about hotel, motel, and restaurant furnishing careers.

Evaluation

1. Administer the SPCs.

2. Provide feedback.

Note: Feedback to the SPCs are found in *CHE: WTE*, pp. 187, 188, and 190.

Resources

☑ Activity 1, Basic Review, *CHE: WTE*, p. 187

☑ Activity 2, Housing and Interior Design Word Challengers, *CHE: WTE*, p. 188

☑ Activity 4, Which of These Entry-Level Jobs Is Best for Me? *CHE: WTE*, p. 190

In Other Programs:

English

Have students describe how they would furnish and decorate a restaurant of their choice now and in the year 2060. They will probably need to do some preliminary research in the literature that describes life and probable needs in the future era.

Social Studies

Divide students into groups of three and have them research characteristics of hotel, motel, or restaurant furnishings and decorations of a particular period in history or in different parts of the country. They should ascertain the reasons for the differences. Then have each group present the results of the study on a poster.

Student Activity 1 **About Housing and Home Furnishing**

Name: ________________________________

Date: ________________________________ Period: ____________

Directions: Beside each statement below, write "T" if the statement is true and "F" if it is false.

____ **1.** When people decorate their homes, they consider their values and interests.

____ **2.** Restaurants, motels, campers, apartments, houses, theaters, and tents are all types of dwelling places.

____ **3.** A duplex is a multiple-family dwelling.

____ **4.** The owner of a restaurant is responsible for its maintenance.

____ **5.** Rent is money paid for the use of something.

____ **6.** A culinary equipment demonstrator may be of real service when a new product has recently been put on the market.

____ **7.** A building contractor cannot build a restaurant without a building permit.

____ **8.** *Blueprints* are drawings of floor plans.

____ **9.** The occupations of a realtor, contractor, electrician, and surveyor are all related to the housing industry.

____ **10.** To become an interior-design technician, you need a high-school education and some technical training.

Adapted from *Home Economics*, Duval County School Board.

Careers in Housing

Design and Construction:

architect
building inspector
carpenter
city planner
contractor
electrician
fabric designer
furniture designer
heating/air-conditioning engineer
interior decorator or designer
landscape architect or landscape designer
mason
painter
plumber
roofer
surveyor

Sales:

antique dealer
home-decorating consultant
florist
furniture salesperson
home-furnishings buyer
kitchen planner
lighting specialist
nursery worker
paint-store owner
picture framer
real-estate agent

Maintenance and Repair:

appliance repairer
carpet/upholstery cleaner
cleaning-service owner
energy consultant
exterminator
furniture refinisher
heating-repair worker
home economist
household worker
institutional maintenance worker
landscape gardener
lawn-care expert
painter
pool cleaner
remodeling contractor
school custodian
superintendent
utility home-service advisor
wallpaper hanger

Student Activity 2

Careers in Housing and Home Furnishing

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Put a check mark (✓) beside the name of each type of worker whose job is in the area of housing and home furnishing.

___ 1. architect

___ 2. babysitter

___ 3. ceramics worker

___ 4. caterer

___ 5. cook

___ 6. custom sewer

___ 7. dietician

___ 8. drapery aide

___ 9. dressmaker

___ 10. houseparent

___ 11. home-lighting specialist

___ 12. head waiter/head waitress

___ 13. furniture designer

___ 14. gift wrapper

___ 15. interior designer

___ 16. florist aide

___ 17. landscape architect

___ 18. household-products technician

___ 19. fashion model

___ 20. nursery-school teacher

___ 21. kitchen planner

___ 22. salad maker

___ 23. fabric designer

___ 24. rug and carpet installer

___ 25. interior decorator

Student Activity 4 Interview Guide

Interviewee's job: ______________________________

Name of the business: ______________________________

Business address: ______________________________

I. The Job and Its Tasks

1. What is the title of the job?

2. What is the level of the job?

3. What are the main job tasks and responsibilities?

4. What are the opportunities for career advancement? What jobs are available at other levels?

5. If the employee wants advancement in his/her career, how does he/she plan to obtain it?

Student Activity 4 - cont.

II. Educational Training Requirements

1. What educational or training background is required for the interviewee's job and for jobs at other levels?

____

____

2. How long does the training or education take?

____

3. Where does a person get the training or education needed?

____

III. Experience, Aptitudes, and Interests

1. What kinds of experience, aptitudes, and interests will be helpful for someone considering each of the jobs discussed?

____

____

____

2. What is the average beginning salary/wage?

____

____

3. In the future, will there be many jobs available in this field?

____

Objective and Introduction

Student Learning Objective

Describe different types of homes and the factors that usually influence a person's choice of a home.

SPS (July 1994)

Not Applicable

Introduction

This lesson will describe the rationales that people use in choosing their housing. Their rationales reflect their economic abilities, values, and beliefs. People want housing that is located in a healthy and safe area and in an area where other residents are fairly similar in age, education, and social status.

But the differences in people and their needs lead to different styles of houses and neighborhoods. A home buyer's decision about the type, size, and location of a home is also influenced by the size and composition (e.g., ages) of the family and, sometimes, by the avocational and vocational needs of the occupants.

Teacher Activity

Preparation

1. Have the textbook *Creative Living (CL)* ready so that students will read "Housing Choices," pp. 620-627.

2. Duplicate the following from *Creative Living: Student Workbook (CL:SW)*:

   ☐ "Study Guide: Living Space and You," p. 194, for student activity 1 (SA1)
   ☐ "What Is a Home?" p. 195, for student activity 2 (SA2)

3. Duplicate "Types of Housing," *Creative Living: Teacher's Resource Binder (CL:TRB)*, p. 312, for the student handout (SH).

4. Photocopy "A Home Meets ...," *CL:TRB*, p. 311, for the transparency master (TM).

5. Duplicate Chapter 69, "Test," *CL:TRB*, pp. 545-546, for the student progress check (SPC).

6. Arrange for a real-estate agent to discuss various types of homes and the factors that influence home buyers' decisions. Have the speaker discuss also the various types of hotels, motels, and restaurants.

Presentation	Resources
1. Introduce the topic and student learning objective.	Objective and Introduction
2. Discuss different types of homes.	
☐ Have students refer to their previous research they have done in Social Studies for Lesson VIII-1 on different characteristics of hotels, motels, and restaurant furnishing or different types of housing throughout different periods in history or in different parts of the country.	
☐ Discuss their answers with a focus on the different factors that influence housing or housing furnishing choices.	flip chart or chalkboard

Presentation	Resources
3. Discuss factors that influence people in choosing their houses.	
☐ Have students read the textbook.	*CL*, pp. 620-627
☐ Have students read the handout and discuss factors influencing housing choices.	Types of Housing, *CL:TRB*, p. 312
-Ask students, "What types of houses would you want to live in and why?" Discuss how their choices are related to the factors that usually influence housing choices.	flip chart or chalkboard
-Ask students, "What kinds of restaurant designs, decorations, or furnishings do you like and why?"	
☐ Have students complete SA1. Discuss their answers.	Study Guide: Living Space and You, *CL:SW*, p. 194
Note: Answers to SA1 are on page 623, *CL:TRB*.	
4. Have students, either individually or in groups, research and write about different types of homes of a culture that is different from their own, or different types of ethnic restaurants.	relevant literature from the library, or trips to various ethnic restaurants
5. Discuss what makes a home.	
☐ Divide students into groups of three and have each group brainstorm about the question "What Is a Home?"	
☐ Have each group present the results of their brainstorming activity. Discuss their results.	flip chart or chalkboard
☐ Have students complete SA2.	What Is a Home? *CL:SW*, p. 195
☐ Using the transparency, discuss their answers.	A Home Meets ..., *CL:TRB*, p. 311
6. Present the guest speaker, a real-estate agent, who has been asked to discuss various types of homes, the factors influencing home buyer's decisions, and various types of hotels, motels, and restaurants.	

Presentation	**Resources**
Evaluation **1.** Administer the SPC. **2.** Provide feedback. **Note:** Feedback to the SPC is found in *CL:TRB*, p. 598.	☑ Chapter 69 Test, *CL:TRB*, pp. 545-546

In Other Programs:

English

Ask students to complete the statement below and explain their answers: ‘‘If I were a house . . ., I’d be . . .’’ or "If I were a restaurant . . ., I'd be . . ."

Social Studies

Have students, either individually or in groups, do research in their neighborhood and report on the major ethnic groups that live there. Students should determine whether the houses reflect the ethnic groups of the people who own them. They should find out which family has lived there the longest, the shortest, whether the neighbors do things together, and whether the neighborhood is friendly.

Lesson VIII-3: Elements and Principles of Design

Objective and Introduction

Student Learning Objective	List the elements and principles of design and give examples of each.
SPS (July 1994)	E 06.07 Complete an activity related to housing and interior-design-and-equipment careers.
Introduction	In a previous lesson, students learned about possible careers in housing and home furnishing. They also learned about different types of homes, hotels, motels, and restaurants, and some of the influences on housing choices. In this lesson, they will learn about the elements and principles of interior design, which, when applied, can make the home (or restaurant) a pleasant and healthy place in which to live (or dine).

Teacher Activity

Preparation

1. Have the textbook *Creative Living (CL)* ready so that students will be able to read Chapter 71, "Designing Your Space," pp. 636-643.

2. Duplicate "Elements and Principles of Design," *Creative Living: Teacher's Resource Binder (CL:TRB)*, p. 316, for student handout (SH).

3. Duplicate the following:

   - ☐ "Study Guide: Designing Your Space," Chapter 11, *Creative Living: Student Workbook (CL:SW)*, p. 198, for student activity 1 (SA1)
   - ☐ "Using a Color Wheel to Plan a Room," *Careers in Home Economics: Workbook Teacher's Edition (CHE:WTE)*, pp. 191-192, for student activity 2 (SA2)

4. Photocopy "Design Equation," *CL:TRB*, p. 315, for the transparency (TM).

5. Utilize color transparencies (CT): "The Color Wheel," CT 36; "Analogous," CT 37; and "Complementary," CT 38, *CL:TRB.*

6. Obtain pictures from magazines or books that show how elements and principles of design are utilized in decorating and furnishing hotels, motels, and restaurants.

   Note: Books that can be used include: *Housing Decisions*, by Evelyn L. Lewis (Goodheart - Wilcox Company Inc., South Holland, Illinois), and *Homes Today and Tomorrow*, 2nd edition, by Ruth Sherwood (Bennett Publishing Company, Peoria, Illinois).

7. Make the following ready for students, or ask students to bring them if they can:

   - poster boards
   - shoe boxes
   - remnants of carpet
   - fabric
   - glue
   - scissors
   - markers
   - color pencils and markers
   - popsicle sticks
   - paper cups
   - wall paper or contact paper

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss what designing living space means.	
☐ Have students read the textbook.	*CL*, pp. 636-643
☐ Have them answer the questions in SA1.	Study Guide: Designing Your Space, *CL: SW*, p. 198
Note: The feedback to SA1 is on page 623, *Creative Living: Teacher's Resource Binder*, Chapter 71.	
3. Discuss the elements and principles of design.	
☐ Using the SH, explain the elements and principles of design.	Elements and Principles of Design, *CL:TRB*, p. 316
☐ Using the TM, provide examples from pictures of room decorations.	Design Equation, *CL:TRB*, p. 315
☐ Show examples from pictures of hotel, motel, and restaurant room decorations and furnishing.	pictures of hotel or restaurant decorations
4. Discuss the use of a color-scheme plan.	
☐ Using color transparencies (CT), explain the use of a color wheel in the planning of a room in a hotel, motel, restaurant, or a private home.	The Color Wheel, CT 36; Analogous, CT 37; and Complementary, CT 38, *CL:TRB*
☐ Have students complete SA2.	Using a Color Wheel to Plan a Room, *CHE:WTE*, pp. 191-192
☐ Discuss their results. Discuss the importance of a color-scheme plan.	
5. Have students decorate and furnish an imaginary hotel, motel, or restaurant room.	
☐ Divide students into groups of three.	
☐ Have each group make a poster of hotel, motel, or restaurant room decorations.	shoe boxes, poster boards, fabric, remnant carpet, wall (or contact) paper, popsicle sticks, scissors, glue, and markers

Presentation	Resources
☐ Or, have students decorate and furnish an imaginary room of a hotel, motel, or restaurant, using shoe boxes. ☐ Have each group make a presentation on their decoration and furnishing based on a poster or a shoe box, pointing out the particular principles illustrated in the poster or shoe box. **Note:** They should select decoration and furnishing according to the principles and elements of design whether they create it or use pictures from magazines.	

Evaluation

1. Use the project completed in item 5 for the evaluation.

In Other Programs:

(Please add.)

Hospitality Industry Program

Culinary Arts Transition

Module IX

Home and Institutional Management

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Lesson IX-1: Careers in Institutional and Home Services and Management

Objective and Introduction

Student Learning Objective

Identify entry-, intermediate-, and professional-level jobs in the field of home services and management.

SPS (July 1994)

E 07.01 Identify careers in home services.

E 07.04 Describe job tasks and responsibilities related to specific home-service careers.

Introduction

The word *career* denotes stages of related jobs and activities that become a person's lifework. A career is more than a job, and it requires much planning and training. It is an occupation that a person intends to keep for a long time.

Career development ideally begins at a very young age and continues for the rest of a person's life. An entry-level job of a career gives a person an opportunity to experience whether he/she likes to work in that area.

Careers in institutional and home management require certain tasks, equipment, and products to keep a house, restaurant, or institution clean and sanitary. These elements will be discussed in the next few lessons in this module.

This lesson will help students assess their interest and abilities in institutional and home management, as they learn more about entry-, intermediate-, and professional-level jobs in the field.

Teacher Activity

Preparation

1. Review the lesson.

2. Make a bulletin board called "The Future in Institutional and Home Services and Management."

3. Obtain newspaper classified sections and phone books with yellow pages.

4. Obtain the textbook *Careers in Home Economics (CHE)*, along with the *Workbook Teacher's Edition (WTE)*.

5. Make transparencies of the following Transparency Masters (TM):

   ☐ TM1, "Jobs in Institutional and Home Services and Management"
   ☐ TM2, "Institutional and Home Services and Management Job Descriptions"

6. Duplicate the following:

   ☐ "Comparing Local Institutional and Home Management Jobs," *Careers in Home Economics (CHE): Workbook Teacher's Edition (WTE)*, p. 210, for student activity 1 (SA1)
   ☐ "How Well Do I Manage Resources?" from *CHE: WTE*, pp. 211-212, for student activity 2 (SA2)
   ☐ "Matching Myself to a Professional-Level Job" *CHE: WTE*, p. 228, for student activity 3 (SA3)
   ☐ Student Activity (SA), "Where the Housing Jobs Are in Our County"

7. Duplicate Student Handout (SH), "Sample Interview Questions."

8. Obtain pictures (cut from magazines or made by students) that depict the jobs in institutional and home services and management. Examples include restaurant manager, hotel housekeeper, hotel housekeeping manager, hotel manager, apartment-complex manager, carpet or window cleaner, janitorial-service owner, maintenance worker, nursing-home or retirement-home administrator, visiting homemaker or maid, and room attendant for colleges.

9. Arrange for a guest speaker to discuss the career ladder of jobs in institutional, restaurant, and home services and management. Make a list of topics for the speaker, taking the SH, "Sample Interview Questions" into consideration.

10. Duplicate the Student Progress Check (SPC), "Entry-, Intermediate-, and Professional-Level Jobs in Institutional and Home Services and Management."

Presentation	**Resources**
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss careers in institutional, restaurant, and home services and management.	
☐ Have students read the introductory part of Unit 8, ''Institutional and Home Management Careers,'' from the textbook.	*CHE*, pp. 464-471
☐ Discuss the reasons for the increasing demand for skills in institutional and home services and management.	flip chart or chalkboard
☐ Discuss jobs and careers in institutional, restaurant, and home services and management. Show the transparencies.	TM1: Jobs in Institutional and Home Services and Management TM2: Institutional and Home Services and Management Job Descriptions
3. Discuss entry-level jobs in institutional, restaurant, and home services and management.	
☐ Divide students into groups of three and have them read Chapter 30, Entry-Level Occupations, and answer the questions on pages 482-483 of the textbook.	CME, pp. 482-483
☐ Have each group assign a representative to present its answers to the questions. Have the class discuss those answers.	
☐ Have each group read the classified sections of newspapers and cut out ads for jobs in the institutional and home services and management field.	
☐ Have the group complete SA1.	"Comparing Local Institutional and Home Management Jobs," *CHE:WTE*, p. 210
Note: Remind students that they have studied careers in home and institutional management in Module I.	

Presentation	Resources
4. Have each student complete SA2 and discuss their answers.	"How Well Do I Manage Resources?" *CHE: WTE*, pp. 211-212
5. Discuss intermediate-level occupations in institutional and home management.	
☐ Have each group read Chapter 31, Intermediate-Level Occupations.	*CHE*, pp. 484-493
☐ Have each group present its answers to the questions on pages 494-495.	*CHE*, pp. 494-495
☐ Discuss their answers.	flip chart or chalkboard
6. Discuss professional-level occupations in institutional, restaurant, and home management.	
☐ Have each group read Chapter 32, Professional-Level Occupations.	*CHE*, pp. 496-505
☐ Have each group present its answers to questions on pp. 506-507. Discuss their answers.	*CHE*, pp.506-507
7. Have each student complete SA3 and discuss their answers.	"Matching Myself to a Professional-Level Job" *CHE*, p. 228
8. Invite the guest speaker, as you have arranged, to discuss entry-, intermediate-, and professional-level jobs; tasks and responsibilities related to each level job; and the training and education required for advancement to the next higher-level job.	
9. Have each group of students interview job incumbents.	
☐ Using the SH as a sample, develop with students an interview guide that reflects the explanation they read in Chapters 30-32.	SH: Sample Interview Questions
Note: An example of an interview guide can be found in *CHE: WTE*, page 227.	

Presentation	Resources
☐ If possible, have students interview a job incumbent such as a hotel-room attendant, housekeeper, restaurant cleaner, building superintendent, hotel housekeeper, janitorial-service owner, hotel/motel manager, or restaurant manager.	local phone books, newspaper classified ads, pictures, poster board, scissors, glue, and markers
10. Assign each group to complete the SA, using newspaper ads and the yellow pages of local phone books.	✍ SA: Where the Housing Jobs Are in Our County
11. Have students create a bulletin board depicting careers in institutional, restaurant, home services and management.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Entry-, Intermediate-, and Professional-Level Jobs in Institutional and Home Services and Management
2. Provide feedback.	A Answers to SPC

In Other Programs:

Foreign Language

Allow any students who speak another language to look at newspapers in that language, and ask them to tell the class about the want ads in institutional and home services and management.

English

Have students write a resume, role-play the job interview, and write letters to prospective employers requesting an interview.

Note: If your students need instruction on the above skills, review Module IV: Employability Skills, or let them read *Careers in Home Economics*, Chapter 13: "Your Resume," pp. 180-189; Chapter 14: "Your Interview," pp. 190-199; and Chapter 12: "Applying for a Job," pp. 168-179.

Jobs in Institutional and Home Services and Management

Carpet/Window Cleaner

Custodian/Janitor/Maid

Homemaker

Hotel/Motel Housekeeper

Hotel/Motel Manager

Household-Products Technician

House Parent

Maintenance Person

Restaurant Manager

Restaurant Cleaner

Institutional and Home Services and Management Job Descriptions

Carpet/Window Cleaner: Cleans only carpets or windows in homes and offices.

Custodian/Janitor/Maid: Cleans rooms and halls in such establishments as hotels, motels, restaurants, clubs, depots, beauty parlors, and dormitories.

Homemaker: (1) Supervises the buying, management, cleaning, decorating, and care of a household; (2) is employed by a welfare agency to take charge of a home because of the illness of the owner; or (3) performs duties for others.

Hotel/Motel Housekeeper: Supervises cleaning personnel and inspects hotel guest rooms, bathrooms, corridors, and lobbies.

Hotel/Motel Manager: Manages and supervises a hotel/motel.

Household-Products Technician: Tests, modifies, or improves home products for a commercial or industrial organization.

House Parent: Counsels, advises, and supervises young adults living in a boarding school, college, fraternity or sorority house, children's home, or similar establishment, and coordinates their activities.

Maintenance Person: Does minor repairs (such as on leaky faucets) in hotels, motels, and apartments.

Restaurant Manager: Manages a restaurant and supervises people working in the restaurant.

Restaurant Cleaner: Cleans a restaurant.

Sample Interview Questions

1. The interviewee's job and the job tasks:
    a. What is the title of the job?
    b. What is the level (entry, intermediate, or professional) of the job in the field of the institutional and home services and management?
    c. What are the main tasks and responsibilities of the job incumbent?
    d. What are other tasks that the incumbent worker does?
2. Educational and training requirements:
    a. What is the career ladder (from entry-level through the professional-level) of jobs?
    b. What education and training are required for each job level?
    c. How and where does a person get the education or training?
    d. How long does it usually take?
3. Experience requirements:
    a. What kind of experience is required for each job level?
    b. What kind of aptitudes, abilities, and interests are required for each job level?
4. Other:
    a. What is the average beginning wage or salary, and job demands?

Student Activity ✍ **Where the Housing Jobs Are in Our County**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Using the yellow pages in the local telephone directories, list several local sources (places of possible employment) of the following jobs.

1. Motel room attendant

____

____

2. Hotel/Motel housekeeper

____

____

3. Building superintendent

____

____

4. Head housekeeper

____

____

5. Janitorial-service owner

____

____

6. Restaurant manager

____

____

7. Restaurant cleaner

____

____

8. Hotel/Motel manager

____

____

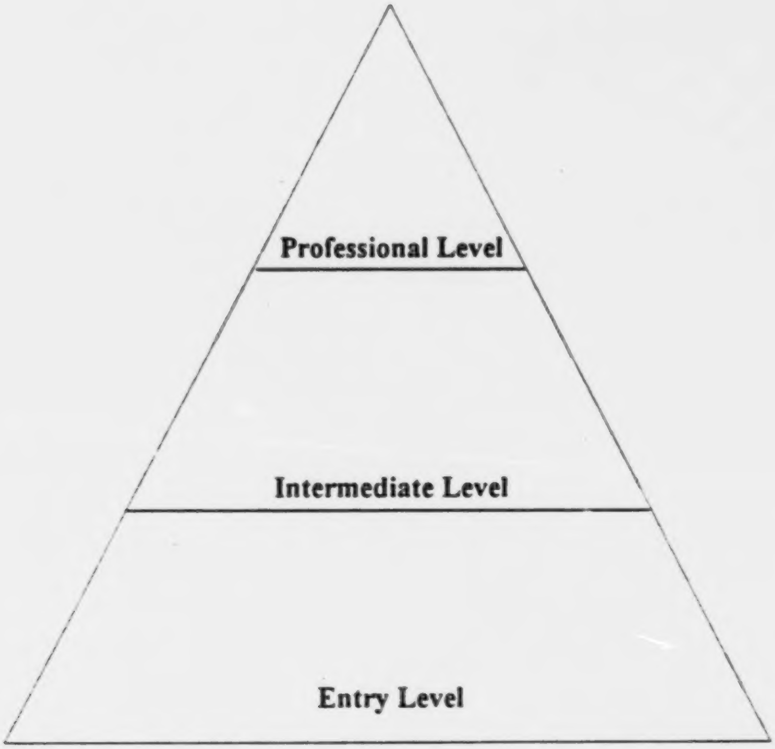
Student Progress Check ☑

Entry-, Intermediate-, and Professional-Level Jobs in Institutional and Home Services and Management

Name: ______________________________

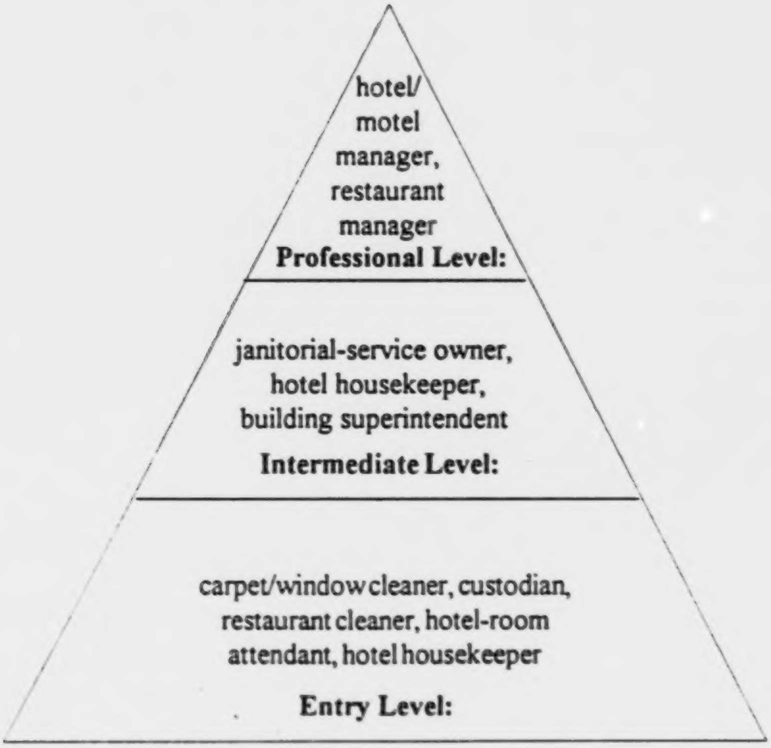
Date: ______________________________ Period: ____________

Directions: Place each of the jobs listed at the bottom of the page in the appropriate level of the triangle.



1. building superintendent
2. carpet/window cleaner
3. custodian
4. hotel housekeeper
5. hotel/motel manager
6. hotel-room attendant
7. janitorial-service owner
8. restaurant cleaner
9. restaurant manager

Answers to Student Progress Check A


hotel/
motel
manager,
restaurant
manager
Professional Level:
janitorial-service owner,
hotel housekeeper,
building superintendent
Intermediate Level:
carpet/window cleaner, custodian,
restaurant cleaner, hotel-room
attendant, hotel housekeeper
Entry Level:

Lesson IX-2: Equipment and Products for Housecleaning

Objective and Introduction

Student Learning Objective	Identify the cleaning equipment and materials required for basic tasks in home-management operations.
SPS (July 1994)	Not Applicable
Introduction	The major tasks of a custodian or a housekeeper are designed to maintain the home in a clean and sanitary condition. These tasks require knowledge and skills in identifying cleaning equipment and materials/products. This lesson will discuss the products and equipment needed for home cleaning.

Teacher Activity

Preparation

1. Review the lesson, including the Teacher Reference (TR), "Categories of Cleaning and Polishing Agents."
2. Obtain cleaning products.
3. Duplicate "Household Cleaning Hints," *Creative Living: Teacher's Resource Binder (CL:TRB)*, p. 318, for a student handout (SH).
4. Duplicate "Time for Cleaning," *CL:TRB*, p. 166, for the student progress check (SPC).

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Show cleaning products and explain their uses and cleaning abilities.	
☐ Set up a display of cleaning products/materials.	cleaning products
☐ Describe the proper name, use, and cleaning ability of each product. Emphasize the importance of using proper equipment and products for efficient cleaning.	
☐ Have groups experiment with the cleaning products and the ideas in the SH if your school policy allows you to do this kind of exercise.	Household Cleaning Hints, *CL:TRB*, p. 318
☐ Discuss the categories of cleaning and polishing agents.	TR: Categories of Cleaning and Polishing Agents
3. Discuss the labels of commercial cleaning products.	
☐ Divide students into small groups and have them evaluate the labels of those cleaning products. Have them relate the commercial products to the information in "Categories of Cleaning and Polishing Agents."	commercial cleaning products with labels and cost per container

Presentation **Resources**

☐ Have the students find information about the weight of products, their cost per container versus their cost per task, and ways to use them.

☐ Discuss the importance of reading the labels of cleaning products.

4. Discuss the factors to consider, such as purpose and cost, when selecting cleaning products.

Note: A multipurpose product is usually better than a single-purpose product. And the most economical product is not always the least expensive. Consumers should consider the cost in terms of cost per task rather than cost per container.

Evaluation

1. Have student complete the SPC.
2. Provide feedback.

☑ Time for Cleaning, *CL:TRB*, p. 166

In Other Programs:

English

Have students write an essay entitled "The Room I Most Hate to Clean" or a poem that begins, "I don't mind cleaning _____________ but I really mind cleaning ________."

Social Studies

Have students do research on advertisements in different periods in history, especially "cure-alls" made from cleaning products (e.g., baking soda). Discuss with the class the standards of cleanliness at different times in history.

Categories of Cleaning and Polishing Agents

Soil is another word for dirt. Soil can be in the form of a solid or a liquid. It can be loose dirt (such as dust, ashes, fur, or loose fibers), water-soluble soils that dissolve easily in water (such as mud, juice, starchy foods, and syrup), or other soils that are soluble with oil. Tarnish and corrosion are not usually considered soil.

Cleaning Agents

Cleaning agents are materials that remove soil. Water, as a cleaning agent, dissolves water-soluble soils and flushes them away. Other cleaning agents remove soils by reducing the surface tension of the solvents. *Surface tension* is the tendency of liquid matter to cling together and bead up. It prevents the liquid from flowing and penetrating the soil.

Household cleaning agents can be categorized as follows: alkalines, synthetic detergents, acids, fat solvents, and fat-absorbent products.

Alkalines: These products help water to penetrate the surface of the soil and pick it up more easily. They include soaps, washing sodas, lye, water softener, and some general-purpose cleaners.

Synthetic detergents: Synthetic detergents cause water to become a better wetting agent and are better than soaps for cutting grease. They do not react with minerals to create curds.

Note: Soaps are based on cleaning agents found in a natural state, whereas detergent is a synthetic compound made from petroleum.

Acids in water solution: Acids act as grease removers and a mild bleach. They include ammonia, vinegar, and lemon juice.

Fat solvents: Fat solvents dissolve soil held by grease. The grease goes into the solution with the cleaning agent and can be wiped off the surface. These materials need careful handling because they can create fire and health hazards.

Note: Consumers must always read the labels and follow instructions carefully.

Fat absorbents: Fat absorbents are dry materials that absorb fatty soil. They include fuller's earth, talcum, bentonite, and cornmeal.

Polishing Agents

Polishing and wax agents protect surfaces from soil and abrasions. Modern polishing agents have multipurpose abilities to clean, polish, and protect in one application. Most waxes come from natural materials such as plants, insects, or petroleum.

Abrasives: Abrasives work by their scraping or polishing properties to rub the tarnish or corrosion away. They include silver polish, scouring powder, steelwool, and soap pads. Some of them should be used with water.

Floor polishes: Floor polishes can have a solvent base or a water base. There are various products to polish different types of floors.

Furniture polishes: Furniture polishes are used to polish sealed wood surfaces. They can be found in three forms: aerosol spray, which is an easy and time-saving cleaner; creamy liquid, which is more time consuming and requires separate cloths for cleaning and polishing; and paste, which gives a more durable protective coat. Plastic furniture can be cleaned with creamy liquid or multipurpose cleaner wax.

Solvent-base cleaning waxes: Solvent-base cleaning waxes loosen soil, remove previous coats of polish, and form a new protective coating of wax. They can be used on wood, cork, and resilient types of floor coverings, but they should *not* be used on asphalt and rubber tile.

Water-base cleaning waxes: Water-base cleaning waxes are used on most resilient floor coverings, such as vinyl, rubber, tile, asphalt, vinyl asbestos, slate, marble, and other kinds of stone and concrete floors. They work by lifting the soil out and forming a new coat of protective wax. Since they do *not* remove old wax coatings, the old coatings have to be stripped off periodically.

Multipurpose cleaning waxes: Multipurpose cleaning waxes work as cleaning and protecting agents for countertops, tile, appliances, paneling, furniture, cabinets, and wood accessories.

Housekeeping Equipment

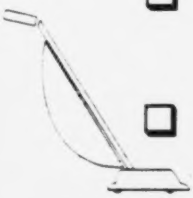
Two categories of housekeeping equipment:

1. Equipment to remove loose dirt:

- ☐ brooms and dustpans for sweeping floors, porches, and sidewalks
- ☐ soft-bristled brushes for cleaning upholstery and fabrics
- ☐ dust mops for picking up dust on hard floors
- ☐ vacuum cleaner for cleaning floors, woodwork, furniture, and fabric

2. Equipment to remove soil that adheres to surfaces:

- ☐ wet mops, brushes, and pails for cleaning floors
- ☐ sponges and pails for washing walls, woodwork, and appliances
- ☐ lintless cloths or paper towels for cleaning windows and mirrors
- ☐ long-handled brushes for cleaning toilet bowls
- ☐ soft cloths for polishing brass and chrome fixtures
- ☐ stepladders or stools for reaching high places



Objective and Introduction

Student Learning Objective	Identify chores that must be done daily and weekly to maintain a clean and healthy living space.
SPS (July 1994)	O 08.02 Describe chores done daily and weekly to maintain living space. O 08.03 Describe housekeeping skills which are helpful in sharing a room and/or living space.
Introduction	After learning about cleaning products and equipment in the previous lesson, students can continue with home-care tasks that should be done periodically to maintain a clean and healthy living space. As family members, your students may need to assume some of the housekeeping responsibilities. In this lesson, students will learn about housekeeping tasks that they can do in their homes just as well as housekeepers who maintain the homes of other people or restaurants.

Teacher Activity

Preparation

1. Review the lesson.
2. Prepare the transparency "Be Responsible," *Creative Living: Teacher's Resource Binder (CL:TRB)*, p. 317.
3. For student activities, duplicate the following:
   - ☐ Student Activity 1 (SA1), "Housekeeping Schedule"
   - ☐ Student Activity 2 (SA2), "Spring Cleaning: Word Search"
   - ☐ "Cleanup Kid" from *Creative Living: Student Workbook (CL:SW)*, p. 202, for student activity 3 (SA3)
4. Prepare a bulletin board.
5. Obtain magazine and newspaper articles about tips for cleaning a home, scissors, glue, and markers.
6. Obtain magazines, newspapers, and catalogues depicting cleaning centers of a house where students can see cleaning tools and products arranged tidily.
7. Duplicate the Student Progress Check (SPC), "Cleaning Plan."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Review the transparency, "Be Responsible."	*CL:TRB*, p. 317
3. Explain and discuss how to take care of the home.	
4. Have students prepare housekeeping schedules.	
☐ Ask students, "Do housekeeping chores cause arguments in your family?" Discuss the importance of sharing the chores.	flip chart or chalkboard
☐ Explain that the assignment of housekeeping chores can help reduce the number of arguments. When cleaning jobs are assigned and a housekeeping schedule is written down, everyone knows who is responsible for caring and cleaning what.	

Presentation	Resources
☐ Divide students into small groups to brainstorm a housekeeping schedule.	Brainstorm
☐ Suggest chores that should be done to clean bathrooms, bedrooms, kitchen, living and dining areas, and the yard or garden area.	
☐ Have the groups complete SA1. Their responses should be diverse.	SA1: Housekeeping Schedule
☐ Discuss the importance of organizing and sharing cleaning tasks.	
5. Have students complete the SA2.	SA2: Spring Cleaning: Word Search
6. Provide feedback.	Feedback to SA2
7. Have students write five sentences using as many of the located words as possible in each sentence. Discuss their writings.	
8. Have students work in groups to compile tips to do housekeeping tasks creatively and efficiently.	
☐ Have the groups obtain the tips from magazines, newspapers, and other people.	magazines or newspaper articles on housekeeping tips, blank paper, scissors, and glue
Following are several tips for doing housekeeping tasks:	
☐ Try to use a portable cleaning caddy that is stocked with the necessary cleaning items, as you move from room to room in the cleaning process.	
☐ Carry a small trash bag for collecting bits of trash as you tidy a room.	
☐ Carry a container for small items that are out of place, then drop the items where they belong as you move from room to room while cleaning.	
☐ Have all groups compile the collected tips into a handbook for future reference.	

Presentation	**Resources**
9. Have the students work in small groups to create a bulletin board depicting samples of cleaning centers of restaurants.	bulletinboards, scissors, glue, and pictures (from magazines or made by students) depicting cleaning centers of a restaurant
☐ Ask students to survey local restaurants.	
☐ Discuss the equipment and supplies that are necessary for a cleaning center in a restaurant.	flip chart or chalkboard
10. Have students complete SA3 in small groups. Discuss their work.	✎ Cleanup Kid, *CL:SW*, p. 202
Evaluation	
1. Have student complete the SPC for their home, and have it approved by their parents or guardians.	☑ SPC: Cleaning Plan
2. Provide feedback.	
Note: Student's responses should be diverse.	

In Other Programs:

English

Have students write short speeches about different housekeeping tasks and responsibilities.

Student Activity 1

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: With your family's help, complete this housekeeping schedule. In the Responsibility column, write the family member's name who will be responsible for caring for and cleaning the room. Write the name under the appropriate frequency: (D) Daily, (W) Weekly, (M) Monthly, or (S) Seasonally. Then write the cleaning equipment and products needed to clean the room in the Equipment column. Add or delete rooms to fit your house.

Rooms	Responsibility				Equipment
	D	W	M	S	
Living Room					
Family Room					
Bedroom 1					
Bedroom 2					
Bedroom 3					
Bathroom 1					
Bathroom 2					
Kitchen					
Dining Room					

Student Activity 2 ✍ **Spring Cleaning: Word Search**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Listed below the following block of letters are words used in cleaning. Find the words hidden in the block and circle them. Words may appear in vertical, horizontal, or diagonal order.

H T H S E Q E S N A E L C U I W A X
C S D K C S H I P S H A P E B E R O
W N I T F R S O X J U U M P E Z D O
V E S L R T U H E R I N S E L I A W
Z U I M O O R B Y D O D G S W T H O
D M N A N P B S L S T E R I L I Z E
L I F B R E Y L R E D R O R S N A T
A T E G F U R O S U P S U K P A E A
V A C U U M B P U R I F Y R S S T L
E R T W M A O E R E S U S C N H R U
I S T I I N D E O D O R I Z E G O C
D S R P G P E W L L H T Y R A A N A
N T O E A U S S E L T O P S T U B M
L U S R T E S X Q U I V S R E T A M
E T P U E C U R P S A H X E N I W I
W I S P O T O N H A N S N O D R S S
O D A U N V E N T I L A T E D U C O
T Y R F Y J A K C G I W N M O P S B

Word List:

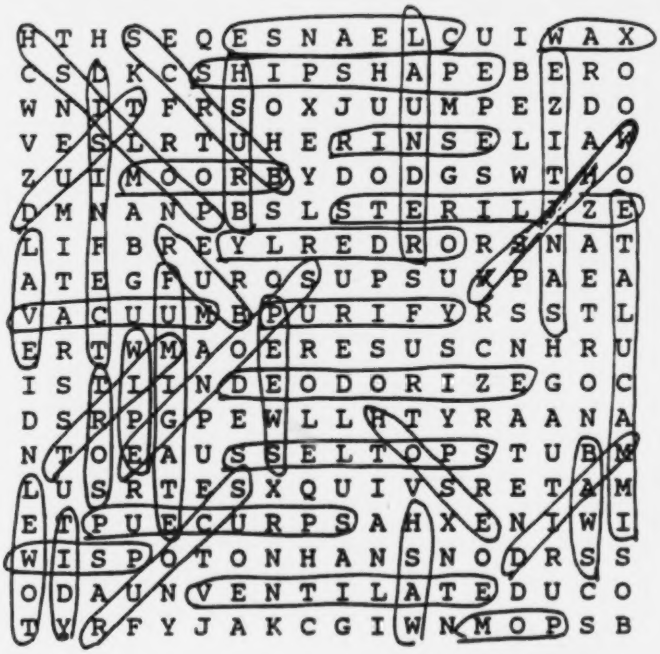
Broom
Brush
Cleanse
Deodorize
Disinfect
Dust
Fumigate
Hose
Immaculate
Launder
Lave
Maid
Mop

Orderly
Polish
Purify
Rinse
Rub
Sanitize
Scour
Scrub
Shipshape
Sort
Sponge
Spotless
Spruce up

Sterilize
Swab
Sweep
Tidy
Towel
Trim
Vacuum
Ventilate
Wash
Wax
Whisk
Wipe
Wisp

Feedback to Student Activity 2 ⟺

Answers to Spring Cleaning


H T H S E Q E S N A E L C U I W A X
C S D K C S H I P S H A P E B E R O
W N I T F R S O X J U U M P E Z D O
V E S L R T U H E R I N S E L I A W
Z U I M O O R B Y D O D G S W T H O
D M N A N P B S L S T E R I L I Z E
L I F B R E Y L R E D R O R S N A T
A T E G F U R O S U P S U K P A E A
V A C U U M B P U R I F Y R S S T L
E R T W M A O E R E S U S C N H R U
I S T I I N D E O D O R I Z E G O C
D S R P G P E W L L H T Y R A A N A
N T O E A U S S E L T O P S T U B M
L U S R T E S X Q U I V S R E T A M
E T P U E C U R P S A H X E N T W I
W I S P O T O N H A N S N O D R S S
O D A U N V E N T I L A T E D U C O
T Y R F Y J A K C G I W N M O P S B

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Student Progress Check ☑

Cleaning Plan

Name: ______________________________

Date: ______________________________ Period: ____________

Cleaning Tasks	Daily	Weekly	Monthly	Seasonally	Responsible Person
Living Room: Dust and polish furniture and wood surfaces.					
Dust upholstery.					
Dust and wash light fixtures, bulbs, and lamp shades.					
Dry-clean or wash curtains.					
Wash windows.					
Clean the floor.					
Bedroom: Make beds.					
Hang up clothes or fold them and put them in drawers.					
Vacuum or sweep floor.					
Put fresh linens on bed.					
Dust light fixtures and accessories.					
Turn mattress; vacuum mattress and springs.					
Clean closet and store seasonal clothes.					
Clean curtains and other window treatments.					
Clean bedspreads.					

Student Progress Check - cont. ☑

Name: ____________________

Date: ____________________ Period: __________

Cleaning Tasks	Daily	Weekly	Monthly	Seasonally	Responsible Person
Bathroom: Empty wastebasket.					
Put soiled towels in the laundry; replace with clean towels.					
Wash sink, bathtub, and shower with hot sudsy water.					
Mop floor.					
Scrub toilet bowl with brush.					
Clean mirror.					
Wash bath mat and rug.					
Clean inside and outside of medicine cabinet.					
Clean sink cabinets.					
Kitchen and Dining Areas: Wash dishes.					
Clean oven/kitchen cabinets.					
Empty garbage can and put in fresh liner.					
Scrub kitchen sink.					
Sweep or dust mop floor.					
Scrub/wax floor as needed.					
Clean inside and outside of refrigerator.					
Wash windows.					

Lesson IX-4: Institutional and Home Management

Objective and Introduction

Student Learning Objective	Perform cleaning tasks in the home-economics department.
SPS (July 1994)	E 07.08 Complete an activity related to home service careers.

Introduction

Institutional and home management, such as dorm or apartment management, requires tasks that are similar to those done by a homemaker, that is, tasks relating to safety, sanitation, cleaning, managing, and maintaining.

In this lesson, students may be able to practice some cleaning tasks in the home-economics department as part of institutional management, if your school policy allows. Students may need to review Lesson IX-2, "Safety in the Home," because they must be careful while operating electrical equipment and while using cleaning products; Lesson X-2, "Equipment and Products for Housecleaning," because they need to decide what equipment and cleaning products to use for specific cleaning tasks; and Lesson X-3, "Home Care and Cleaning," because they need to know the tasks involved in cleaning the home-economics department.

Teacher Activity

Preparation

1. Review the lesson.
2. Obtain cleaning supplies and equipment.
3. Obtain soft-drink cardboard cartons and use them as caddies for cleaning supplies; also obtain enamel paints, clear shellac, decoration pictures cut from magazines or made by students, and decals.
4. Duplicate the following:
   - ☐ Student Activity 1 (SA1), "Evaluation Checklist: Cleaning the Department of Home Economics."
   - ☐ Student Activity 2 (SA2), "Rating Your Cleaning."

Presentation	**Resources**
1. Introduce the topic and the student learning objective.	◙ Objective and Introduction
2. Divide the class into groups of three students, and have each group make a caddy for storing and carrying cleaning supplies.	soft-drink cardboard cartons; **optional:** paints, pictures for decoration, decals, glue, scissors
Note: You may want to ask your students to paint the cartons with a bright-colored enamel to cover the printing on the carton and add strength. Encourage students to decorate the cartons.	
3. Have students clean various areas in your home-economics department.	cleaning equipment and supplies
☐ Have each group select a manager to assign cleaning jobs to the group members and to fill in SA1.	✍ SA1: Evaluation Checklist: Cleaning the Department of Home Economics
☐ Have each group select appropriate cleaning equipment and supplies for cleaning tasks.	

Presentation	Resources
equipment and supplies for cleaning tasks.	
Evaluation	
1. Using the checklist in SA1, inspect each area in the home economics department to check students' work.	✍ SA1: Evaluation Checklist: Cleaning the Department of Home Economics
2. Have each student's parent or guardian complete SA2.	✍ SA2: Rating Your Cleaning
Note: This can be regarded as a follow-up activity for the "Cleaning Plan" from the evaluation part of Lesson X-3.	
3. Provide feedback.	

In Other Programs:

English

Show students several episodes of "Hazel," starring Shirley Booth. Compare her role with that of today's household workers.

Social Studies

Have students perform a cleaning task using utensils and cleaning aids characteristic of another period

Student Activity 1.

Evaluation Checklist: Cleaning the Department of Home Economics

Name: ______________________________ Group: ____________

Date: ______________________________ Period: ____________

Directions: Write the group's number and the names of each group member. Select a group manager to assign tasks and then inspect when the job is done. Select appropriate cleaning products and equipment from those available in the department.

Use the following checklist to determine how well the areas were cleaned:

5 - Very Good, 4 - Good, 3 - Average, 2 - Okay, 1 - Poor

Equipment to Be Cleaned	**Cleaning Products and Equipment**	**Rating**				
		1	**2**	**3**	**4**	**5**
Washer						
Dryer						
Refrigerator						
Ice Maker						
Freezer						
Ranges (including cooking surfaces, wall ovens)						
Microwave oven						
Dishwasher						
Demonstration table						
Large stand mixer						
Kitchen equipment						
Sewing machines						
Other equipment						
General cabinet area (under sinks and storage)						
Student furniture (tables, chairs, desks)						
Electrical outlets						
Other, miscellaneous						

Student Activity 2 Rating Your Rating Your Cleaning

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Perform cleaning tasks in one room in your house and have your parents or guardian fill out this form after you have completed your tasks. Rate each item according to the following scale:

5 - Looks great; **4** - Pretty good; **3** - Okay, I guess; **2** - Do it again; **1** - Does not apply

The room to be cleaned (choose one):

1. Living Room 2. Bedroom 3. Kitchen and Eating Area 4. Bathroom 5. Other (specify)__________

Criteria	**1**	**2**	**3**	**4**	**5**
1. Wood surfaces are polished and free from dust.					
2. Glass is shiny with no streaks.					
3. The countertop is clean without any marks.					
4. The cabinets, under the sinks, and other storage areas are clean and well organized.					
5. Lamps, flowers, pictures, and other accessories are free from dust.					
6. Floors and carpets are clean.					
7. The wastebasket is empty and clean.					
8. Bathroom fixtures are polished.					
9. Sinks, bathtub, shower area, and toilet bowl are clean.					
10. Walls, doors, and windows are spot-cleaned.					
11. Items are placed neatly on tables and other furniture.					
12. Beds and bedspreads, closets, and study areas are clean and well organized.					
13. Seasonal clothes are stored in a special place.					
14. The room has a neat and well-kept appearance.					
Total: ________					

Evaluated by: ______________________________

Evaluator's remarks: ____

____

____

Hospitality Industry Program

Culinary Arts Transition

Module X

Homemaking and Family Life Management

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Lesson X-1: Multiple Roles of a Homemaker

Objective and Introduction

Student Learning Objective	Describe at least five roles of the homemaker.
SPS (July 1994)	E 01.02 Identify the changing roles and responsibilities of family members in today's society.
Introduction	Modern society demands complex roles of each of its members. This lesson will discuss the roles of the homemaker. It will convey the complexity of these roles and the need for sharing responsibilities with other members of the family so that the home can be managed well and be a healthy place for those who live there.

Teacher Activity

Preparation

1. Make a bulletin board, such as "You Have Many Roles!"(student, friend, son/daughter, brother/sister, cousin, etc.).
2. Prepare the Transparency Master (TM), "Roles and Responsibilities of a Homemaker."
3. Obtain magazines that contain pictures depicting tasks that are performed by the homemaker.
4. Obtain scissors, glue, and poster boards.
5. Duplicate the Student Progress Check (SPC), "Homemaker's Roles and Responsibilities."

Presentation	Resources
1. Introduce the lesson.	Objective and Introduction
☐ Ask, "What is a homemaker?" Write student responses.	
☐ Explain the topic and the objective.	chalkboard or flip chart
2. Discuss the multiple roles of a homemaker.	TM: Roles and Responsibilities of a Homemaker
☐ Define the term *role*.	
☐ Ask, "What are the roles of a homemaker?"	
☐ Point out that a homemaker doesn't have to be female.	
☐ Emphasize the role of safety insurer.	
3. Discuss how the homemaker's roles parallel jobs and tasks in the food-service industry. Discuss these jobs and tasks.	
4. Have students create posters depicting the homemaker's roles.	poster board, magazines for pictures, pictures created by students, scissors, glue
☐ Divide students into small groups.	
☐ Provide the necessary materials.	
☐ Have students create pictures and write the related role underneath each picture.	
5. Discuss five roles of the homemaker.	posters created by the students
☐ Have each group appoint a representative.	

Presentation

- ☐ Have the group representatives make their presentations.
- ☐ Discuss their comments.

Evaluation

1. Administer the SPC.
2. Provide feedback.

Note: Any five of the roles and responsibilities listed on the TM are correct.

Resources

☑ SPC: Homemaker's Roles and Responsibilities

In Other Programs:

(Please add.)

Roles and Responsibilities of a Homemaker

Roles	Responsibilities
☐ cook/baker:	plans/shops for cooking/baking
☐ custom sewer:	mends clothes
☐ launderer:	does laundry
☐ custodian/housekeeper:	cleans house
☐ interior decorator:	furnishes and decorates home
☐ gardener:	takes care of yard and garden
☐ chauffeur:	transports/drives family members
☐ teacher:	supervises children's education
☐ banker:	takes care of bills and savings
☐ safety checker/insurer:	ensures safety
☐ secretary:	coordinates family's social events
☐ doctor/nurse:	administers first aid, makes health-care appointments
☐ police officer/judge:	enforces family rules, rewards or punishes behaviors
☐ counselor:	listens to family members, encourages good communication

Student Progress Check ☑

Homemaker's Roles and Responsibilities

Name: ______________________________

Date: ______________________________ Period: ____________

I. List at least five roles of the homemaker. Then describe the major responsibility of each role.

	Roles	Responsibilities
1.		
2.		
3.		
4.		
5.		

II. Which of the roles and responsibilities listed above might prepare you for a job in the food-service industry? What would these jobs be and why?

Lesson X-2: Safety in the Home

Objective and Introduction

Student Learning Objective	Identify preventive actions that can be taken to avoid five common dangers in the home.
SPS (July 1994)	Not Applicable
Introduction	As discussed in Lesson X-1, one of the roles of a homemaker is to ensure safety in the home. In this lesson, you will discuss common dangers at home and ways to prevent accidents. If you know the preventive actions that can be taken to avoid those common dangers, you will feel capable of assuming the role of safety insurer in your home.

Teacher Activity

Preparation

1. Make a transparency (TM) of "Prevent Accidents" from *Creative Living, Teacher's Resource Book (CL:TRB)*, p. 319.

2. Duplicate the Student Progress Check (SPC), "Preventive Action."

3. Acquire materials to be used in painting statements: paper, crayon, paints, paper. If possible, use a computer that has desktop publishing capability or make a poster.

4. Arrange for a guest speaker from the fire department to talk about home safety.

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Brainstorm in groups about accidents that commonly occur at home.	flip chart or chalkboard
☐ Ask the students about such accidents.	
☐ Write student responses.	
☐ Discuss possible accidents at home and ways to prevent them.	Prevent Accidents, *CL:TRB*, p. 319
3. Have each student identify a single, important preventive action for his/her home.	
☐ Have each student select a statement from the checklist, and use the computer to produce it, or write it by hand.	paper, paint, brush, crayon, or computer (for writing the statement)
Note: Students' statements can be glued on the wall near an appropriate place or appliance. For example, for *Fire Prevention*, a student may write: *Make sure iron is unplugged after you use it.* This statement can be glued where family members usually do the ironing. Have students share their statements with the rest of the class.	

Presentation	Resources
Evaluation	
1. Have each student complete the SPC.	☑ SPC: Preventive Action
2. Provide feedback.	A Answers to SPC

In Other Programs:

(Please add.)

Student Progress Check ☑

Preventive Action

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Match each preventive action with the type of accident that it prevents. Write the appropriate letter (A, B, C, D, or E) beside the preventive action.

Type of Accident

A. General Safety **B.** Fire **C.** Fall **D.** Food and Chemical Poisoning **E.** Electrical Dangers

Preventive Actions

____ 1. Put easy to identify labels on medicines, chemicals, and dangerous cleaning supplies.

____ 2. Turn off the power before making adjustments to any electrical tool.

____ 3. Keep loose papers and other flammable materials away from electrical appliances.

____ 4. Keep living areas uncluttered.

____ 5. Keep a list of emergency phone numbers near each phone.

____ 6. Do not leave burning candles or hearth fires unattended.

____ 7. Always check the freshness of foods before eating, preparing, or serving them.

____ 8. Install a smoke detector on each level of the home and in sleeping areas.

____ 9. Put a nonskid tub mat in each tub.

____ 10. Cover electrical outlets that are unused.

____ 11. Put medicines in bottles/jars that have childproof caps.

____ 12. Wipe up spills on the floor immediately.

____ 13. Make sure that burned matches are cold and wet before they are thrown in the trash.

____ 14. Make sure that electrical appliance cords are well covered with insulation that is not frayed.

____ 15. When participating in sports or other physical activities (such as moving furniture), take safety precautions and do not overexert.

Answers to Student Progress Check A

1. D
2. E
3. B
4. C
5. A
6. B
7. D
8. B
9. C
10. E
11. D
12. C
13. B
14. E
15. A

Lesson X-3: Family Life

Objective and Introduction

Student Learning Objective	Identify the meaning of *family heritage*. Describe ways to contribute to family life.
SPS (July 1994)	Not Applicable
Introduction	From Lessons X-1 and X-2, we learn that the complexity of homemaker roles and responsibilities makes it impossible for them to be handled by just one person. The homemaker needs the cooperation of others in the home. Each member can take some of the responsibilities according to his/her ability. This lesson discusses ways that family members can participate in family life. All family members should participate in family-life activities to ensure that the home is run smoothly and that it is a healthy place for the family.

Teacher Activity

Preparation

1. Review the lesson.

2. Duplicate the following:

   ☐ Student Activity 1 (SA1), "Family Heritage"
   ☐ Student Activity 2 (SA2), "Your Family Roots"

3. Student Progress Check (SPC), "Contributing to Family Life."

Presentation

Resources

1. Introduce the topic and the student learning objective.

   ■ Objective and Introduction

2. Discuss the importance of knowing one's family heritage.

   ☐ Define *heritage*.

   ☐ Ask students why it's important to know our family heritage.

   ☐ Explain its importance, which includes:

   - to know where we come from
   - to know our family history
   - to know the names of our relatives
   - to better understand the relationships of the family in terms of skills, talents, traits, strengths, etc.

   Note: You will have to handle this question carefully. Be sensitive to the single-parent family.

   ☐ Have students complete SA1 and SA2 and discuss their answers.

   ✍ SA1: Family Heritage
   ✍ SA2: Your Family Roots

3. Discuss parent/children responsibilities at home.

   flip chart or chalkboard

   ☐ Divide the class into two groups. Have one group list the parents' responsibilities for their children.

   ☐ Have the other group list the children's responsibilities for their parents.

Presentation	Resources
☐ Discuss the lists and continue the discussion of family member responsibilities.	
4. Discuss the responsibilities that students can handle at home.	
☐ Ask, "What tasks can you do around the house?"	
☐ Ask, "Why is it important to share responsibilities?"	
☐ Why do some of the parents' or children's responsibilities overlap?	
☐ Write student responses.	
5. Identify the chores students do at their homes.	
☐ Have students write a list of their chores or responsibilities.	
☐ Have a student compile the lists for the class and post it on the poster board.	poster board
☐ Initiate a circular-response technique by encouraging students to complete the following sentence: "I contribute to family life by ...."	
☐ Discuss the results.	
Evaluation	
1. Have students complete the SPC.	☑ SPC: Contributing to Family Life
2. Provide feedback.	A Answers to SPC

In Other Programs:

Social Studies

1. Assign students to read books or articles on a Westward American family, such as Edna Ferber.
2. Discuss contributions of family members to survival then.
3. Discuss positive and negative aspects of family lives then and now.

Student Activity 1

Family Heritage

Name: ______________________________

Date: ______________________________ Period: ____________

1. On the lines below, fill in the names of your relatives.

Father: ____________________

Mother: ____________________

Maternal grandmother: ________________________ ___

Maternal grandfather: ________________________ ___

Paternal grandmother: ________________________ ___

Paternal grandfather: ________________________ ___

Uncles and aunts from your mother's side:

____

____

Uncles and aunts from your father's side:

____

____

2. Beside each characteristic below, fill in a description of yourself. Then write the name of the relative from the list above who has similar characteristics. You may use more than one relative to fill in the blanks.

	You	Relative
color of hair	________________	________________
color of eyes	________________	________________
height	________________	________________
body build	________________	________________
skin color	________________	________________
skin type	________________	________________
shape of face	________________	________________
temperament	________________	________________

Student Activity 1 - cont.

3. In the first column write your strengths, skills, talents, and abilities. Beside each, write the name(s) of your relative(s) who has a similar quality.

Your Quality	Relative's Name(s)

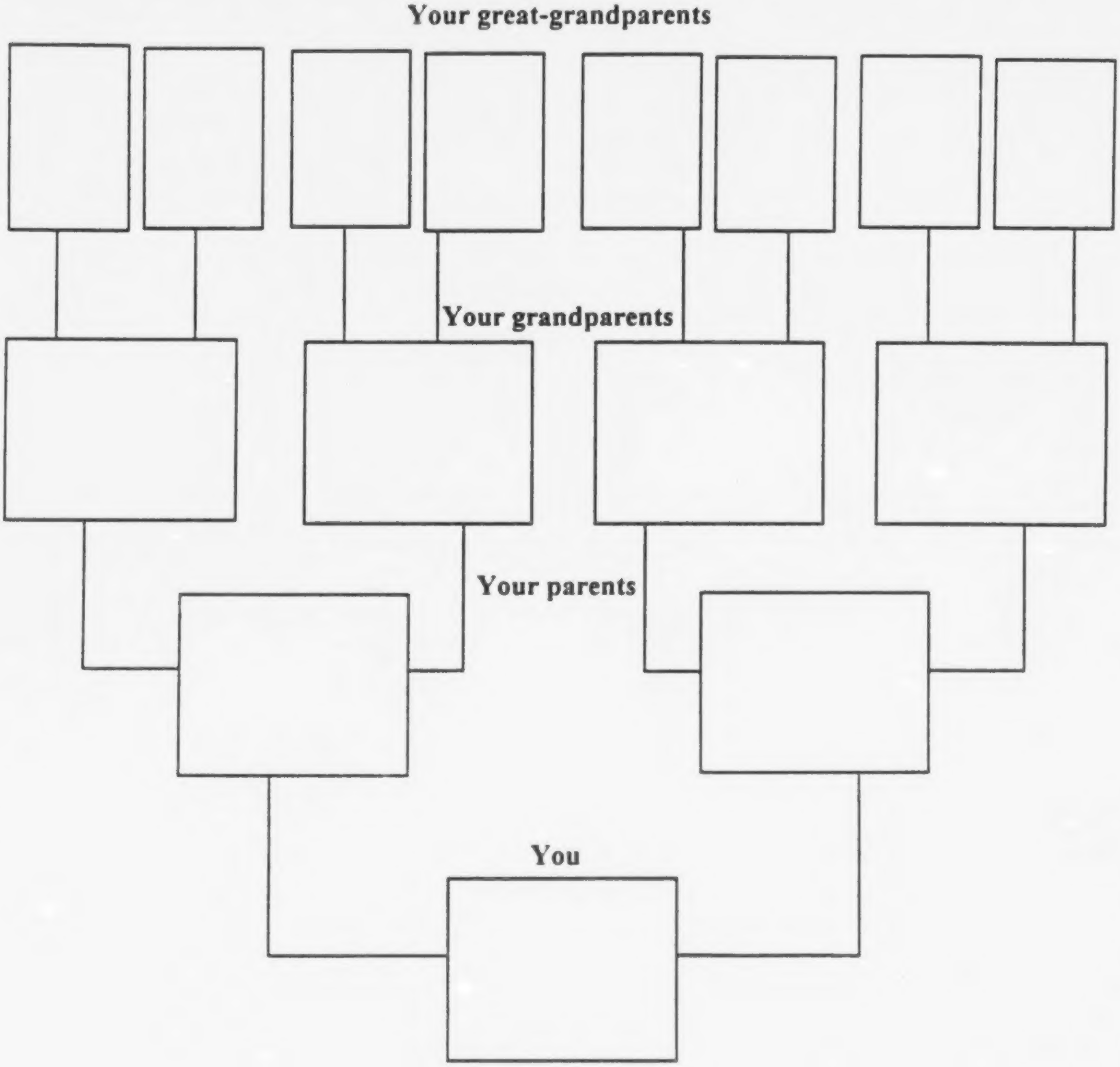
Student Activity 2

Your Family Roots

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: For each family member represented in the diagram of your family tree, find out and record the following facts about the person: full name, birthplace, birth year, personality traits, hobbies, special accomplishments, and other interesting facts.


Your great-grandparents
Your grandparents
Your parents
You

Student Progress Check ☑ **Contributing to Family Life**

Name: ____________________________________

Date: ____________________________________ Period: ______________

Directions: Answer each of the following questions.

1. What are four ways to contribute to family life?

2. What are some chores you should do around the house to make the home a more pleasant place to be?

3. How are these chores shared by family members?

4. How many people use the telephone at your house and what problems exist in the use of the telephone?

5. How is the use of the phone shared in your family?

Answers to Student Progress Check A

1. Help younger brothers or sisters with their homework assignments.
   Clean and tidy one's own bedroom.
   Put the toys and other things back in their places after using them.
   Offer to help other family members with any chores that one can do.

2. Clean areas that are used by all family members, such as the dining room, living room, kitchen, bathroom, bedrooms, garage, and yard or garden.
   Put dirty dishes in the dishwasher or wash, dry, and put them in their right places.
   Help the little children take a bath or shower, dress, and eat, and supervise them while they are playing.
   Do laundry, iron, or fold the clean clothes, and put the clothes where they belong.

3. The chores are shared according to the family members' abilities, and members take turns.

4. These answers will vary.

5. Consider other people who are waiting to use the telephone.

Lesson X-4: Family Relationships

Objective and Introduction

Student Learning Objective	Describe ways to maintain good parent-child relationships.
SPS (July 1994)	Not Applicable
Introduction	Maintaining good relationships among family members is one aspect of family life. Good relationships can help the family enjoy a healthy life at home. Because of age differences, young people sometimes feel that their parents do not understand them, and parents sometimes feel that they do not know how to communicate with their children. After discussing ways to assume some of the responsibilities in the home in Lesson X-3, you will now discuss ways to maintain a good relationship with your parents.

Teacher Activity

Preparation

1. Review the lesson.

2. Duplicate the following:
   - ☐ Student Activity 1 (SA1),"Things On Which My Parent and I Don't Agree"
   - ☐ Student Activity 2 (SA2), "Understanding Parents"

3. Duplicate the Student Progress Check (SPC), "Relationships with Parents."

4. Clip out of the newspaper columns such as "Ann Landers" or "Dear Abby" several letters written about family-relations problems.

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss parent-child relationships.	flip chart or chalkboard
☐ Ask, "Do you sometimes feel that your parents don't understand you?" Write their responses.	
☐ Ask, "What are some possible ways to improve parent-child relationships?" Write their responses.	
☐ Have students assess their relationships with their families.	
☐ Have the students complete SA1 and SA2.	SA1: Things on Which My Parents and I Don't Agree SA2: Understanding Parents
☐ Provide them with ways to improve their relationships.	
3. Make suggestions for any student who might have a problematic relationship with his/her parents.	
4. Brainstorm ways to improve family relationships:	brainstorm
☐ Ask students to write anonymously their own "Dear Ann" or "Dear Abby" letters.	
☐ Have students, in small groups, write the answers to these "letters."	

Presentation	Resources
☐ Present to the students the "Dear Ann" or "Dear Abby" letters clipped from the newspaper.	clippings from newspaper advice column letters
☐ Assign students, in small groups, to write replies.	
☐ Compare the students' replies with the published ones.	
5. Discuss and/or role-play common teenage behaviors.	chalkboard or flip chart
☐ Describe situations, which may be fictional or have actually happened, that include: - a disagreement between a teenager and his/her parents or a teacher - an unnecessary emotional outburst to a friend or an unfriendly encounter with a store clerk.	video programs showing poor behaviors of teenagers (if possible)
☐ Discuss the situations and formulate an opinion about how poor behavior can affect relationships with others.	
☐ Have students role-play to depict these situations.	
☐ List the elements needed for more positive social exchanges, such as by listening, controlling one's temper, and arguing quietly.	
6. Discuss how a customer-service job, such as a waiter or waitress,is directly related by your positive or negative behaviors and attitude.	
7. Discuss how physical and emotional changes can affect family or human relations.	flip chart or chalkboard
☐ Have students fold a piece of paper into thirds.	
☐ Have them title each section as follows: "How I Was," "How I Am," and "How I Will Be."	
☐ Discuss important physical and emotional changes under each heading.	

Presentation	Resources
☐ Identify ways these changes can affect relationships with peers, parents, teachers, and other important people.	
1. Have students complete the SPC.	☑ SPC: Relationships with Parents
2. Provide feedback.	
Note: Students' answers should reflect the concepts learned in this lesson.	

In Other Programs:

Social Studies

1. Assign students to read books or articles on Colonial American families.
2. Discuss responsibilities of family members during the colonial period.
3. Compare the differences between then and now.

Student Activity 1 Things on Which My Parents and I Don't Agree

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Put a check mark (✓) beside the things about you in which your parents disagree.

My Appearance

___ type of haircut
___ use of makeup
___ choice of clothes
___ being neat and clean
___ other _____________

My Use of Time

___ time expected home
___ how I spend my time
___ bedtime
___ amount of time spent studying
___ other _____________

Money

___ amount of spending money
___ how I spend my money
___ wanting to do what friends do
___ other _______________

School

___ my grades
___ my study habits
___ getting to school on time
___ behavior at school
___ other ________________

My Conduct

___ my manners
___ obeying my parents
___ practicing (music, dancing)
___ choice of TV programs
___ other __________________

Home Life

___ helping around the house
___ caring for younger brothers and sisters
___ room of my own
___ privileges I think I should have
___ other __________________

My Friends

___ kind of friends I have
___ amount of time I spend with my friends
___ other ____________________

Family Relationships

___ introducing parents to friends
___ wearing hand-me-downs
___ family borrowing my things without my permission
___ sharing
___ other ____________________

Student Activity 2 ✍ **Understanding Parents**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write "Y" for Yes, "N" for No, or "S" for Sometimes to each of the following questions.

____ 1. Do you do certain daily tasks at home without complaining?

____ 2. Do you let your parents know that you appreciate them by doing little things to please them?

____ 3. Do you compliment your parents on certain foods they cook?

____ 4. Do you thank your parents when they do something nice for you?

____ 5. Do you let your parents know where you are going and when you expect to get home?

____ 6. Do you spend time with your parents and are you at home as much as possible?

____ 7. Do you discuss some of your personal problems with your parents?

____ 8. Do you tell your parents about some of the things you learn at school?

____ 9. Do you help to make your evenings interesting at home?

____ 10. Do your parents and you discuss how much money it takes to run your home?

____ 11. Are you reasonable about the amount of money you spend?

____ 12. Are you on time for your meals?

Note: If you answered *Yes* to more than 8 of these questions, you and your parents understand each other. That means, you are growing up! But, if you answered *No* to more than 6 questions, you and your parents should do something right away to understand each other better.

Student Progress Check ☑ **Relationship with Parents**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Answer the following questions.

1. Name four of your behavior characteristics that show you can get along with your parents. Describe one specific example.

2. How do you spend time with your family?

3. Describe (with examples of your experience) ways to encourage positive social exchanges, such as by listening and controlling one's temper.

4. Explain with specific examples how you change socially as you grow up.

Lesson X-5: Appropriate Behaviors

Objective and Introduction

Student Learning Objective	Identify and describe appropriate social behaviors in private and public places.
SPS (July 1994)	Not Applicable
Introduction	Just as it is important to participate in family life and develop and maintain good family relationships, it is also important to participate in social occasions, because we are part of the community. Appropriate behaviors and conduct in home and for social occasions will help students to develop appropriate behaviors and conduct in the workplace. In this lesson, you will discuss behaviors that are appropriate for social occasions in private or public places.

Teacher Activity

Preparation

1. Review the lesson, including the Teacher Reference (TR), "Examples of Public and Private Places and Social Occasions."

2. Prepare bulletin board, using pictures of social gatherings in private and public places.

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Identify social occasions or places that make students feel uncomfortable.	
☐ Divide the class into small groups.	
☐ Ask each group to do research on what makes them feel comfortable and what makes them feel uncomfortable.	
☐ Select a specific place or occasion, using the information in the TR.	TR: Examples of Public and Private Places and Social Occasions
☐ Do research and write on a few topics.	
☐ Identify ways that they could feel more comfortable in those situations.	
☐ Ask students to identify some negative behavioral situations that might occur if they were waiters or waitresses in a restaurant, and how they would handle those situations.	
Note: Research topics may include: - environment or surroundings - types of attractions at the occasion - people's behaviors - people's appearance - people's remarks or statements.	
☐ Discuss the results by asking questions such as: - What should you wear? - What special knowledge, if any, do you need in order to feel comfortable in the situation?	

Presentation **Resources**

- How can you get this knowledge?
- What skills can you learn that would help you fit into the situation comfortably?
- How should you thank the person(s) who invited you?
- What is the correct, orderly way to acknowledge a good performance at a concert, game, or similar event?
- How should you act if the concert is not as good as you expected, or if the home team does not win? Why?
- What are good manners in the situation?
- How should you introduce adults to your friends and vice versa?

Note: Have students play the roles of adults and friends in an introduction situation.

3. For future reference, have small groups of students:

☐ compile information in a handbook about how to act in specific situations or places, such as listed in the TR,

📖 TR: Examples of Public and Private Places and Social Occasions

☐ write the information in the school newspaper, or

☐ broadcast the information on the school radio or TV.

Evaluation

1. Have students choose any two places or occasions, either public or private, and ask them how they should behave in those places or on those occasions.

2. Provide feedback.

In Other Programs:

(Please add.)

Teacher Reference

Examples of Public and Private Places and Social Occasions

Public Places

- department store
- supermarket
- public park or recreation area
- zoo
- airport terminal
- cafeteria
- commercial plane
- apartment building
- county library
- school assembly
- county fair
- city bus
- city council meeting

Private Places

- homes of friends
- homes of parents' friends
- privately owned vehicles: car, boat, mobile home
- areas rented for private parties

Social Occasions

- formal or informal dance
- costume party
- hockey game
- outdoor concert
- track meet
- meal at a restaurant as someone's guest
- visit to a museum
- square dance
- spur-of-the-moment get-together with friends
- indoor concert
- tennis match
- banquet
- attendance at a play or movie at a theater
- attendance at an art exhibit

Some topics to consider for research (in terms of what makes you feel comfortable or uncomfortable) are as follows:

- environment/surroundings
- types of attractions at the occasion
- people's behaviors
- people's appearance
- people's statements/speech

X-6: Recreational Activities for Family and Friends

Objective and Introduction

Student Learning Objective	Identify, describe, and plan recreational/fun activities for family and friends.
SPS (July 1994)	Not Applicable
Introduction	After you learn how to behave in social situations both in public and in private places, you are ready to learn to identify recreational facilities/activities that you can plan and enjoy with family or friends. By helping family or friends plan for the fun activities, you can participate as a responsible family or community member.

Teacher Activity

Preparation

1. Make a bulletin board, such as "A Family That Plays Together, Stays Together."
2. Use pictures of family/friends enjoying fun activities for the bulletin board. (You may ask students to bring in pictures before this lesson for extra points.)
3. Obtain a catalog of party ideas and recipes of party food from magazines.
4. Obtain several copies of the local telephone directory and city map.
5. Duplicate the Student Progress Check (SPC), "Family Fun Activity Plan."

Presentation	Resources
1. Introduce the lesson and the student learning objective.	◙ Objective and Introduction
2. Make a bulletin board of family fun activities. ☐ Have a student place a picture or sketch of a house or apartment building in the center of the bulletin board. Around it, mount pictures of family activities, such as: - a family enjoying a meal together - a parent giving a child loving care - a family entertaining friends and relatives at a cookout - children playing together - family cooking or baking together	bulletin board, pictures of family fun activities
3. Ask students to compare the pictures on the board with the family fun activities that they do/did.	
4. Discuss family fun activities. Emphasize that "cooking and baking together" is a family fun activity, which most of us can do easily. ☐ Ask whether their families have enough time to do things they want to do or whether there are certain times when everyone seems more rushed.	

Presentation	Resources
☐ Ask whether they can give some reasons for that situation.	
☐ Ask whether they have some ideas for correcting the situation.	
☐ Encourage students to talk about the situation with their parents.	
5. Assign students to collect pictures of activities showing family "playing" together or have them make a family entertainment scrapbook.	
Note: The scrapbook should include notes about what specific entertainment activities they did with their families.	
☐ Ask them to include programs, newspaper clippings, pictures, ticket stubs from events that they attended, and journal notes about the activities.	
6. Assign students to make a file of party ideas.	catalog of party ideas, recipes of party foods from the magazines
☐ Divide the class into small groups.	
☐ Have them compile ideas to include food, costumes, decorations, and entertainment.	
☐ Ask each group to write or type the file neatly to be compiled in a handbook for future reference.	
7. Divide students into small groups of three to four.	
☐ Assign each group to research recreational activity for the class. Students may use the local telephone directory to find the recreational activity and use the city map to locate the places, and the weekend edition of the newspaper to identify the recreational activities around town such as fairs, festivals, and ball games.	local telephone directories
☐ Ask them to write an outline about the activity, including the time required to pursue it, the equipment needed, and the costs involved, and post it on the map.	

Presentation	Resources
☐ Ask them to include notes of any safety precautions that apply and any specific requirements or limitations such as location or physical skills.	
Evaluation	
1. Have students plan a family fun activity using the Family Fun Activity Plan form.	☑ SPC: Family Fun Activity Plan
2. Provide feedback. The answers should vary. Have students share the results.	

In Other Programs:

Social Studies

1. Discuss New England winters in Colonial America and the many activities families enjoy together.
2. Explain early recreational facilities by showing pictures such as the first ballpark in New York's Central Park. Currier and Ives prints are ideal for this.

Mathematics

1. Have students plan a vacation in terms of distance (miles) to travel, money needed for food, lodging, transportation, etc.

Student Progress Check ☑ **Family Fun Activity Plan**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write out your plan for a family fun activity.

I. Plan

1. Type of activity: ______________________________
2. Place of activity: ______________________________
3. Time of activity: ______________________________
4. Family members to participate: ______________________________
5. Required materials and supplies, such as a ball, baking utensils, etc.: ____________

   ____

   ____
6. Things to be done before the activity: ______________________________

   ____

   ____

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Hospitality Industry Program

Culinary Arts Transition

Module XI

Computer Literacy

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Lesson XI-1: Computer Terminology and Care

Objective and Introductio

Student Learning Objectives

Define computer-related terms.

Operate and take care of the computer.

SPS (July 1994)

O 11.01 Define the computer terms.

O 11.02 Operate a computer.

O 11.03 Identify the safety precautions that must be observed in using equipment.

E 9.01 Define the computer terms.

E 9.02 Operate a computer.

E 9.03 Identify the safety precautions that must be observed in using equipment.

Introduction

Personal computers have become an important part of our lives. Subsequently, computer knowledge and skills are required by many employers. Therefore, the sooner students learn basic computer skills, the better use they can make of this important device.

In this lesson, students will learn basic computer knowledge that includes knowledge of computer terms, operation of a computer, and care of the computer.

However, if your students are already computer literate, do not spend much time on this lesson or the next lesson, except Lesson XI-3: Computer Use in Home Economics.

Teacher Activity

Preparation

1. Review the lesson and other available resource materials on computer terminology.

2. Duplicate the following for distribution:

   ☐ Student Handout 1 (SH1), "Computer Terms"
   ☐ Student Handout 2 (SH2), "What Is a Computer?"

3. Make transparencies of:

   ☐ Transparency Master 1 (TM1), "Computer Terms"
   ☐ Transparency Master 2 (TM2), "How to Take Care of a Computer"

4. Duplicate the Student Progress Check (SPC), "Computer Terminology and Care."

5. Have computers available to show students. Reserve the computer lab, if necessary.

6. Obtain computer software for demonstration.

Presentation	Resources
1. Introduce the topic and the student learning objectives. ☐ Ask "How many of you know how to use the computer?" "How did you learn to use it?" "Do you use it at home?" "Do you or did you use it at school?" ☐ Explain the topic and objective of the lesson.	■ Objective and Introduction
2. Discuss computer terms using TM1 and SH1. ☐ Show a computer and ask students to identify the following parts: - keyboard - central processing unit (CPU) - monitor - disk drive ☐ Ask students if they know the meaning of basic computer terms. Write their responses.	◙ TM1: Computer Terms ▤ SH1: Computer Terms computer hardware and software

Presentation	Resources
3. Have students operate the computers. ☐ Show and tell students how to operate/use the computers. Or, have computer-literate student(s) show and tell the class how to operate the computers. **Note:** The basic procedure should include: - Turn the computer on. - Load a program. - Run and use a program. - Store a program. - Display a program. - Turn the computer off. - Have the students operate the computers. - Make sure all students know how to operate them.	Computer hardware and floppy diskettes
4. Have students read, for review, SH2.	SH2: What Is a Computer?
5. Discuss the proper care of the computer hardware and software.	
☐ Ask students, "How do you take care of computer hardware?" and "How do you take care of software/floppy diskettes?" Write their responses.	flip chart or chalkboard
☐ Explain how to take care of them, using TM2.	TM 2: How to Take Care of a Computer
Evaluation	
1. Have each student operate a computer.	computer hardware and floppy diskettes
2. Administer the SPC.	☑ SPC: Computer Terminology and Care
3. Provide feedback.	A Answers to SPC

In Other Programs:

(Please add.)

Student Handout 1

Computer Terms

Hardware: The physical apparatus and electronics that makeup a computer system. Its **basic** components are keyboard, CPU, monitor, and disk drive. Additional components: printer, modem, mouse, joystick, audio, and CD-ROM.

Keyboard: The most common way of getting information into a computer; it looks like a typewriter keyboard plus function keys.

CPU (Central Processing Unit): A unit that controls the flow of information into and out of the computer. It is located in the computer's main case.

Monitor: A TV-like screen that displays the text, numbers, and graphics created by the computer.

Disk Drive: The device that receives and operates the disk.

Disk: Magnetic media encased in plastic designed to store programs and data; also called diskette or floppy disk. Two sizes of disks are 5 1/4" and 3 1/2".

Software: The programs and data needed to make the computer work.

Program: A list of step-by-step instructions in the language of the particular computer; it tells the computer what to do.

Computer Language: The method used to communicate with a computer.

Data: Information of any kind.

Byte: The basic unit of information in a computer.

Memory: The part of a computer (usually RAM or ROM) that stores data.

RAM: Random-Access Memory. In most computers, it is the main memory that may be used to store programs and data.

ROM: Read-Only Memory. The information stored in a computer by the manufacturer; it cannot be changed by the user.

Terminal: Peripheral devices, usually consisting of a printer, monitor, and keyboard.

Peripheral Device: Equipment that links to a computer: printer, monitor, tape and disk drive, and program recorder.

Keyboard Characters and Controls: The letters, numbers, and symbols available to any particular computer; one character is one byte.

Input: Information entering into a computer.

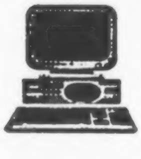
Output: Information coming out of a computer.

Processing: The operation of the computer software and hardware for the purpose of producing the output.

Word Processing: The process of preparing, storing, and organizing information electronically, by means of a computer.

Boot: To load an operating system into the computer.

Transparency Master 1



Computer Terms

Hardware: Physical apparatus and electronics that make up a computer system.

Basic components: keyboard, CPU, monitor, and disk drive. Additional components: printer, modem, mouse, joystick, audio, and CD-ROM.

Keyboard: The most common way of getting information into a computer; it looks like a typewriter keyboard plus function keys.

CPU (Central Processing Unit): A unit that controls the flow of information into and out of the computer. Located in the computer's main case.

Monitor: A TV-like screen that displays text, numbers, and graphics created by the computer.

Disk Drive: Device that receives and operates the disk.

Disk: Magnetic media encased in plastic to store programs and data. Also called diskette or flop disk. Two sizes -- 5 1/4" and 3 1/2".

Computer Terms

Software: Programs and data needed to make the computer work.

Program: A list of step-by-step instructions in the language of the particular computer. Tells the computer what to do.

Computer Language: Method of communication with a computer.

Data: Information of any kind.

Byte: Basic unit of information in a computer.

Memory: Part of the computer, usually RAM or ROM, that stores data.

RAM: Random-Access Memory. Main memory: May be used to store programs and data.

ROM: Read-Only Memory. Information stored in computer by manufacturer and cannot be changed by user.

Computer Terms

Terminal: Peripheral devices usually consisting of a printer, a monitor, and a keyboard.

Peripheral Device: Equipment that links to a computer: printer, monitor, tape and disk drive, program recorder.

Keyboard Characters and Controls: Letters, numbers, and symbols available to any particular computer; one character is one byte.

Input: Information entering into a computer.

Output: Information coming out of a computer.

Processing: Operation of the computer software and hardware to produce the output.

Word Processing: Process of preparing, storing, and organizing information electronically, by means of a computer.

Boot: To load an operating system into the computer.

Student Handout 2

What Is a Computer?

Computer Here, There, and Everywhere?

Did you see the movie, Star Wars? What was used in the battle scenes between galaxies? Yes, computers! What about Star Trek? The Enterprise has a computer for everything from the firing of photon torpedoes to analyzing alien life forms to answering many of Mr. Spock's logical questions!

Today, computers are all over the world, performing many types of tasks. When you make a phone call, a computer helps to place the call. When you play an electronic game, a computer helps to control the action and keep score. A computer controls machines that are used in making the clothing you wear, manufacturing the car you ride in, and processing the food you eat. Computers help pilots fly airplanes, aid engineers in designing buildings and bridges, and assist meteorologists in giving weather forecasts. There are few, if any, jobs that are not affected by computers.

To Be or Not to Be Computer Literate!

Computer literacy is understanding the use and effect of computers in our everyday life and performing simple computer operations. As mentioned above, computers have become an important and useful tool in our world. Shouldn't you be computer literate?

Hurry, Hurry, and Hurry!

It seems that everything in our life is fast-paced. Information must be processed quickly and decisions must be made on short notices. Thank goodness for computers! What may take days of work by many employees, the computer can handle in just a few minutes.

Speaking to a Computer!

You and your friends communicate by speaking in English. Computer language is a way of communicating with the computer so that the computer can understand. There are many computer languages. Each language was developed for a special purpose. Some examples of common computer languages are:

☐ BASIC (Beginners All-purposes Symbolic Instruction Code)
This languages uses ordinary English words. Therefore, it is the simplest and easiest language to learn.

☐ FORTRAN (Formula Translation)
The format of this language is similar to algebraic formulas. It is primarily used in scientific applications.

☐ COBOL (Common Business Oriented Language)
It has English-like structure and is used mostly in business applications.

Transparency Master 2

How to Take Care of a Computer

Hardware

1. Keep the system out of direct sunlight.
2. Keep moisture from entering into the system.
3. Keep dirt or dust from getting on or into the system.
4. Connect the computer and its related equipment to the same grounded outlet. Do **not** use a circuit that is already being used for other equipment.

Software Diskettes

1. Do **not** bend or fold the disk.
2. Use a felt-tip pen to write information on the disk label.
3. Keep the disk away from magnetic fields, such as disk drives.
4. Keep the disk away from extreme heat or cold.
5. Do **not** force the disk into the disk drive.
6. Keep the disk in its protective envelope.

Student Progress Check ☑

Computer Terminology and Care

Name: ______________________________

Date: ______________________________ Period: ____________

I. Directions: For each item, write the computer term on the line next to its definition.

__________ 1. Information coming from a computer

__________ 2. The physical apparatus and electronics that make up a computer system

__________ 3. The programs and data needed to make a computer do the work

__________ 4. An abbreviation of a three-letter word: information that is stored in a computer by the manufacturer and that cannot be changed by the computer user

__________ 5. An electronic device that can perform high-speed computations according to a program

__________ 6. Information entering a computer

__________ 7. Magnetic media encased in plastic designed to store program and data

II. Directions: On the line next to each statement, write "T" if the statement is true, and "F" if it is false.

___ 1. You must always cover your computer when you are not using it.

___ 2. If your disk gets stuck, you must push it into the disk drive to get it in securely.

___ 3. Computers must **not** be under direct sunlight.

___ 4. You should use a felt-tip pen to write information on the disk label.

___ 5. You should protect the disk from extreme heat or cold.

Answers to Student Progress Check A

I. Terminology

1. output
2. hardware
3. software
4. ROM (read-only memory)
5. computer
6. input
7. disk (diskette)

II. Care

1. F
2. F
3. T
4. T
5. T

Lesson XI-2: Computer Literacy

Student Learning Objectives

Identify the use of computers in various aspects of our lives.

Identify factors to consider when buying a computer.

SPS (July 1994)

Not Applicable

Introduction

Personal computers used at home and in many work settings --such as schools, stores, banks, hospitals, and travel agencies. Their use is vital in education and research; computation; information processing; information storage, analysis, and sharing; and entertainment.

Computers are powerful tools. They can improve the quality of our lives. At the same time, they have the potential to control our lives. Therefore, it is extremely critical for everybody to know how to use and take care of the computer in order to have good opportunities in getting and maintaining good jobs.

The sooner students learn basic computer skills, the better use they can make of this important device.

In this lesson, you will discuss the use of computers in various aspects of our lives and factors to consider when buying a personal computer.

Teacher Activity

Preparation

1. Review the materials in the lesson including the Teacher References (TR) and other available resource materials, such as magazine and newspaper articles and textbooks on personal computers (PC).
2. Make a transparency of the Transparency Master (TM), "Factors to Consider When Buying a Computer."
3. Duplicate the Student Progress Check (SPC), "What to Consider When Buying a Computer."
4. Make computers available for students. Reserve the computer lab, if necessary.
5. Obtain computer software for demonstration.

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Ask, "Do you know why most supermarkets can check you out fast?" Explain that it's because they use scanners connected to computers, using TR1.	TR1: Introduction to Computers
3. Discuss the uses of the personal computer in contemporary society, using TR2. ☐ Discuss the uses of the personal computer in various places. ☐ Assign students, in small groups, to identify how the computer is used in schools, stores, hospitals, banks, offices, and homes. ☐ Discuss the results of student reports. **Note:** Use this report for evaluation.	TR2: Computer Uses in Our Lives
4. Discuss the advantages in using different computers.	

Presentation	Resources
☐ Assign students, in small groups, to describe advantages and disadvantages in using different computers. ☐ Discuss the results.	flip chart or chalkboard
5. Discuss what computer users should consider when buying a personal computer using the TM. ☐ Ask students what they should consider when they are ready to buy a personal computer. Write their responses. ☐ Discuss.	TM: Factors to Consider When Buying a Computer
6. Assign students to write a one-page report on what their lives would be like without computers.	
Evaluation	
1. Report on the use of computers in various areas of our society. (See item 3 in the Presentation.)	
2. Administer the SPC.	☑ SPC: What to Consider When Buying a Computer
3. Provide feedback, using TM.	TM: Factors to Consider When Buying a Computer
Note: The following are examples of computer usages.	

In Other Programs:

English

1. Have students write a short story on the theme of machines taking control of the world. A title may be "The Day the Machines Took Over the World."
2. Have students keep a log of computer activities completed, and write comments about the activities.

Teacher Reference 1 Introduction to Computers

Please modify or add to these examples.

Scanners in Supermarkets

"Why can supermarkets that have scanners check you out fast?" It is because the scanners, which are connected to computers, can read the prices. Printed on the packaging of most products is a series of bars, called a universal product code (UPC), which identifies the product and its price. The scanner reads the UPC, and the computer records the name and price of the product and then computes the total cost of the purchase. This record is stored in the computer to generate a receipt. Using a record of these sales, the supermarket manager can decide which products to order. So the answer to the question is, "It's because of the computer."

Computers and Computer Literacy

A **computer** is an electronic machine that can perform high-speed computations according to instructions given to it in the form of a prearranged program. It is a programmable device that can assemble, store, compare, retrieve, process, and print data (numbers) and information (text). A computer is a tool that people use to perform these tasks.

As discussed in the previous lesson, the most basic microcomputer (or personal computer) system includes four components: keyboard, monitor, CPU, and disk drive.

Because of the computer's capability in computing and processing enormous amounts of data, a great many costly tasks become economical and possible. For example, it would not have been possible for us to send astronauts to the moon if people had to do the computations. The computations needed as a launch proceeds exceed human capabilities. They would require many human lifetimes to complete. This is one area in which we in modern society have become dependent on the computer.

This dependency on the computer indicates that many good jobs will go to the people who have computer literacy. **Computer literacy** is the knowledge of what computers can do, how they are used, and how they will continue to change our lives. In order to obtain and maintain good jobs, as well as to adjust to our modern life-styles, we have to be **computer literate.**

How a Microcomputer Works

Basic microcomputer operations involve three steps: input, process, and output.

Input is the entering of information and a program (which is a list of step-by-step instructions to the computer) into the computer's memory. **Process** is the execution of the input according to the program. And **output** is the result of the process, which is given back to the computer operator.

Teacher Reference 2

Computer Uses in Our Lives

Computer usage has become a vital part of everyday life. We find computers in supermarkets, schools, banks, stores, government offices, hospitals, and homes. In factories, computers are used to do routine tasks so that workers can spend their time in more productive and creative ways. Computers are all around us. They are making an impact on our society.

Registering for courses at school, making airline reservations, banking (depositing and withdrawing), and retailing are performed by on-line (linked) computer systems. Computer-assisted word processing, graphic design, and communication (E-mail) are becoming common in office procedures. Police departments and sheriffs' offices use computers to keep records of people, events, and property such as cars. Playing computer games is a popular entertainment activity among young people.

Computers at School

Some of your students may already be computer literate. Computers are used in school for administrative and instructional purposes. Administrators use computers to store and process information about students, to keep track of their records, and to handle business matters. That is, computers are used to store and process information concerning enrollment, registration, scheduling, grades, test scores, attendance, completion rates, and budgets.

Teachers use computers in classrooms at all levels of education and in every subject area. Computers are excellent tools for individualized instruction. There are many kinds of computer software designed for instructional purposes in all subject areas. For example, teachers and students can use a home-economics software program to calculate the calories and nutrients in the foods we eat or to determine the effects of the daily calorie intake of adding or eliminating certain foods, such as cookies or fruits.

Note: Many students learn to use computers in elementary schools or at home. Ask the class about their experiences (positive and negative) in using computers for educational purposes.

Computers in Business

The computer capabilities have changed the ways many businesses operate. Like supermarkets, most retail stores use computers to handle their buying, stocking, billing, and advertising. They also use the computer to check each credit card to learn whether it has been stolen, whether it is paid up-to-date, and whether the amount of the purchase is within the customer's credit limit.

Companies use computers to keep track of sales and monitor customers' accounts. Most business offices use computers to process data and correspondence. Word processors have replaced most typewriters.

The travel industry uses computers to keep track of reservations. Travel agents use computers to check airline schedules and seat availability and to make seat arrangements.

Note: Ask students about their experiences involving computers at stores, and about computer uses for making airline or train reservations.

Computers in Banking

The banking industry relies heavily on computers. When you write (or deposit) a check, the computer in your bank processes the check by reading the code numbers (checking account numbers) on the check, and it subtracts (or adds) the amount of the check from (or to) your account. You can automatically deposit or withdraw, using the banking computer system, Automatic Teller Machine (ATM), at any time.

Note: Ask students whether their parents use the ATMs. Ask them why banks and customers want to use ATMs.

Computers in Law Enforcement

Police departments and sheriffs' offices use computers to obtain information on suspects or stolen goods. If a police officer needs information, he/she calls the dispatcher to get it quickly from the computer. The information may be on suspects, stolen cars, or recent crimes.

Judges use computers to issue warrants for arrest. Unlike the old warrant-issuing system, which took several days, the computer method takes only a few seconds.

Crime labs use computers to match fingerprints, analyze fibers, and conduct other sophisticated tests to determine whether suspects' specimens match those found at the crime scenes.

Computers in Government

Government offices use computers to keep track of income-tax and Social Security records of every worker in the country. Computerized voting machines have speeded up the tabulation of ballots.

Computers in Health

Computer technologies have improved the study of medicine enormously. Computers are used to help doctors study the causes of diseases and the effectiveness of treatment, diagnose health problems, and check for potential drug reactions and interactions.

Hospitals use computers to monitor critically ill patients and to keep track of the medical treatments each patient receives. They also use computers to keep records of the patient's medical history and to make it available to the doctors, hospital personnel, and insurance companies.

Teacher Reference 2 - cont.

Computers in Communication

Computers greatly affect the process of communications. Telephone communications would not be possible without computer technology. When a number is dialed, a series of tones representing the numbers is sensed at a central office switch. This switch is a special-purpose computer designed to make and control telephone connections. Computers also keep track of the calls people place for automatic billing.

Computers make it possible to "fax" documents from one place to another. Computers can communicate with other computers over telephone lines, called **modems** (modulator-demodulators).

Computers at Home

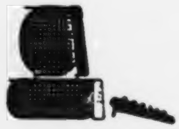
More and more families use computers for information storage and exchange, record keeping, and entertainment. They use computers to write letters and reports, prepare the budget, exchange information with other computer owners (through E-mail or a program like Prodigy), and play games.

In addition, many home appliances contain microprocessors (which are computers). These include microwave ovens, washers, dryers, dishwashers, irons that shut themselves off automatically when not in use, automatic cameras, coffeemakers with timer, food processors, etc.

Note: Ask students to name other home appliances that contain computers (microprocessors). Ask them what it would be like without those appliances.

Factors to Consider When Buying a Computer

1. Decide how you will use the computer. Your computer uses may include, but are not limited to:



   - ☐ playing games
   - ☐ writing letters and school reports
   - ☐ making cards with graphics
   - ☐ storing information on your club's records and activities
   - ☐ learning school subjects, such as English, math, science, history, geography, etc.

2. Identify software programs that can do the things you want done.

   - ☐ Visit computer stores, which offer the most service, to talk to salespersons and test software.
   - ☐ Examine the software manual or handbook to see whether you understand it. Make sure it does what you want it to.

3. Determine the computer that can handle the software programs you would need.

   - ☐ Read about the computers.
   - ☐ Talk to teachers and friends who use computers and computer salespersons about the computers.
   - ☐ Make sure the computer matches the software you buy.

4. Budget carefully. Include in your budget for the cost of software, paper, cables, floppy disks, and disk storage cases.

5. Shop around to compare the price of the computer.

6. Buy only what you need. For example, unless you need a hard disk, don't buy it, because it costs about $400. If you need it later, buy it later.

Student Progress Check ☑

What to Consider When Buying a Computer

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write your answers in the space below.

If you are buying a computer, what should you consider? List five (5) factors.

1.

2.

3.

4.

5.

Lesson XI - 3: Computer Use in Home Economics

Objective and Introduction

Student Learning Objective

Describe the general use of computers in home economics.

SPS (July 1994)

O 11.04 Describe the general use of computer technology in home economics.

O 11.06 Use the computer to explore selected occupations.

E 9.04 Describe the general use of computer technology in home economics.

E 9.06 Use the computer to explore selected occupations.

Introduction

As discussed in the previous lesson, computers are used in almost all aspects of our lives. This includes home-economics areas, such as food service, home management, home furnishing and design, clothing and textiles, child care and human services, and family living and homemaking.

In this lesson, you will discuss the general use of computers in these areas of home economics.

Teacher Activity

Preparation

1. Review the lesson, including the Teacher Reference (TR).
2. Identify and obtain computer software in food service, home management, human services, and clothing and textiles.
3. Review and select the programs that describe the general use of the computers in those areas of home economics.
4. Reserve the school computer lab, if necessary.
5. Duplicate the Student Activity (SA), "Computer Use in Home-Economics Occupations."

Presentation	**Resources**
1. Introduce the topic and objective of the lesson.	◙ Objective and Introduction
2. Discuss the general use of computers in home economics.	
☐ Review the six areas of home economics by asking, "What are the six areas of home economics?"	📖 TR: Computer Use in the Six Areas of Home Economics
☐ Ask, "How are computers used in each of these areas?"	
☐ Show the class at least one program for each of these areas.	
☐ Discuss the general use of computers in each of these home economics areas.	
3. Discuss the computer use in the food-service industry.	
☐ Divide the class into small groups of three.	
☐ Have each group do research or conduct interviews to identify how computers are used in restaurants and fast-food restaurants.	
☐ Have each group present its findings.	
4. Use the computer to explore selected occupations.	
☐ Divide the class into small groups of two or three students.	
☐ Distribute the SA.	✍ SA: Computer Use in Home-Economics Occupations

Presentation **Resources**

- ☐ Assign students, in small groups, to interview people and to use computers in any of the home economics areas in order to learn how computers are used in that area.
- ☐ Have students report their findings.

Note: Use the report for items 3 and 4 for the evaluation.

5. Show the class and discuss instructional programs in home economics.

Evaluation

1. Use the student report for the student progress check. (See items 3 and 4 on the previous page).
2. Provide feedback and discuss.

In Other Programs:

English

1. Have the students write their resumes and print them on the computer, if possible.

Teacher Reference 1 Computer Use in the Six Areas of Home Economics

As discussed in Module I, the six areas of home economics are:

☐ food service and production

☐ home furnishing and design

☐ child care and human services

☐ clothing and textile

☐ institutional and home management

☐ homemaking and family living

Computer Use in Home Economics

In food-service areas, computers are used to take orders and prepare food according to the orders, and to process sales (cash register and sales receipts). Computer are used like this in fast-food restaurants.

In food-production areas, computers are used to store recipes, calculate ingredients, and compute calories.

For home furnishing, interior designers or architects use computers to draw various room and home arrangements or house and building designs. Computers make it easier and faster for them to draw and modify their designs to produce the most desirable arrangements or designs. These can be printed out quickly for customers to see, modify, and choose. Computers are used also to determine how much it will cost to decorate and/or design the house.

Like interior designers, fashion designers in the clothing and textile business use computers to draw clothing styles much more easily and faster than they can by conventional drawing. Quick printing of the drawing makes it possible for customers to see, modify, and select the clothing design and styles. Fashion designers use computers not only to design clothes, but also to determine how much fabric will be required to make the clothes.

People in child care and other human-services areas use computers for administrative purposes such as record keeping and for educational purposes to train or educate the customers.

In institutional and home-management areas, computers are used mainly for record-keeping purposes. For home management, computers are used for information storage and retrieval, record keeping, and entertainment, as discussed in Teacher Reference, Lesson XI-2.

Teacher Reference 1 - cont.

Educational Software in Home Economics

Titles of some of the educational software in home economics, which you may want to use with your students, include the following:

Software programs developed by the Learning Seed

☐ The Grocery Games
☐ Fatjack
☐ Nutrition Pursuit
☐ Food Facts
☐ Understanding Food Labels
☐ What Did You Eat Yesterday

Software programs developed by Cambridge Educational Corporation

☐ Buyer Beware, by Microcomputer Educational Programs
☐ Babysitting Basics, by Micro Educational Programs
☐ Clothing Quiz, by MECC
☐ Computerized Career Assessment Program and Planning Program
☐ Group Assessment (CCAPP Addition)
☐ Career Finder
☐ Vocational Interest Profile Report
☐ Career Quest

Disclaimer: The developers and advisory committee of this teacher's guide have not reviewed the software listed on this page; therefore, they are unable to express an opinion about the quality of the software.

Note: Add the software you have to this list. If possible, obtain review copies of the software you are interested in and try to purchase those that will meet your instructional needs.

Student Activity ✍ **Computer Use in Home-Economics Occupations**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write a report using the following as a guideline:

1. Select an occupation in one area of home economics.

2. Contact one or two persons to interview about computer use in that occupation.

3. Ask the person to let you use the computer so that you can actually see the way it is used.

4. Describe how it is generally used.

5. Include in your report:

- ☐ names of the students in your group and the date you submit the report
- ☐ home-economics occupation you selected for your project
- ☐ name(s) of the person(s) you interviewed
- ☐ description of that person's job
- ☐ how the computer is used in that job
- ☐ your comments: how did you feel about the use of the computer in that occupation?

Hospitality Industry Program

Culinary Arts Transition

Module XII

Leadership Skills and FHA/HERO

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Lesson XII-1: Professional Organizations

Objective and Introduction

Student Learning Objective

Identify at least three professional organizations in home-economics occupations.

Name the home-economics youth organization.

SPS (July 1994)

E 11.01 Identify professional and youth organizations.

O 12.01 Identify professional and youth organizations.

Introduction

Most of the students will become professionals when they grow up. They probably will join the professional organizations that are associated with their professions. Through these organizations, they can develop and practice their leadership skills as well as advance their professional skills and knowledge.

In the meantime, while they are students in high school, and even in middle school, they can develop their leadership skills through youth organizations. The youth organizations in vocational education areas, such as Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) and Future Farmers of America (FFA), are especially vital in the area of leadership development.

In this lesson, students will learn about professional organizations and FHA/HERO.

Time spent on this module should be minimal, particularly if your school does not have a chapter of FHA/HERO.

Teacher Activity

Preparation

1. Review the lesson materials, including Teacher References (TR) 1, 2, and 3.

2. Duplicate the Student Progress Check (SPC), "Youth and Professional Organizations in Home Economics."

Presentation	Resources
1. Introduce the topic and the student learning objective.	Objective and Introduction
2. Discuss the definition and general purpose of professional organizations.	
☐ Ask, "What is a professional organization?" and discuss the definition and purpose of professional organizations.	TR1: Definition and Purpose of Professional Organizations
☐ Have students brainstorm, and list on the board as many professional organizations as they name.	flip chart or chalkboard
3. Discuss professional organizations related to vocational education (VE) and to home-economics (HE) occupations areas.	TR2: Professional Organizations
☐ Ask them to name VE- and HE-related professional organizations.	
☐ Discuss professional organizations that are associated with VE and HE.	
Note: Mention that students will be asked to write the names of a few of these organizations as a quiz.	
4. Discuss youth organizations in vocational education areas.	TR3: Vocational Student Organizations
Note: Make sure that every student knows the name of the youth organization for home-economics education.	
5. Ask students to ask their parents whether they belong to professional organizations or unions and learn more about those organizations.	

Presentation	Resources
Evaluation 1. Administer the SPC. 2. Provide feedback.	☑ SPC: Youth and Professional Organizations in Home Economics 📖 TR2: Professional Organizations

In Other Programs:

Science, Social Studies, Mathematics, and English

1. Ask students to ask their parents whether they belong to professional organizations in the Science, Social Studies, Mathematics, or English fields, and learn more about those organizations.

2. Have students make presentations on those organizations.

Teacher Reference 1

Definition and Purpose of Professional Organizations

A professional organization is a collective body of people engaged in a particular vocation, such as teaching, interior design, architecture, cooking, fashion design, and child care. Usually, the purpose of a professional organization is to advance the knowledge and practice of the vocation by identifying problems and possible solutions, disseminating information (problems and solutions), promoting innovations, and soliciting further information from members of the organization.

Generally, professional organizations are unions, societies, associations, councils, and federations, as in the American Auto Workers Union, the American Society of Allied Health Professions, the Florida Restaurant Association, the Teacher's Educational Council, and the American Federation of Teachers.

Professional Organizations in Education

American Federation of Teachers
555 New Jersey Avenue, NW
Washington, DC 20001
(202) 879-4400

Florida Education Association--United
208 West Pensacola Street
Tallahassee, FL 32301
(904) 224-4702

Florida Teaching Profession--National Education Association
213 South Adams Street
Tallahassee, FL 32301
(904) 222-4702

National Education Association
1201 Sixteenth Street, NW
Washington, DC 20036
(202) 833-4000

Teacher's Educational Council
National Association of Accredited Cosmetology Schools
5201 Leeburg Pike, Suite 205
Falls Church, VA 22041
(703) 845-1333

Professional Organizations in Vocational Education

American Vocational Association
1410 King Street
Alexandria, VA 22314
(703) 683-3111

American Vocational Education Research Association
305 Rolfs Hall
University of Florida
Gainesville, FL 32606
(904) 392-0502

Florida Vocational Association
1420 Paul Russell Road
Tallahassee, FL 32301
(904) 878-6806

National Adult Vocational Education Association
Diamond Oaks CDC
6375 Harrison Avenue
Cincinnati, OH 45247

National Association of Colleges and Teachers of Agriculture
608 West Vermont
Urbana, IL 61801
(217) 344-5738

National Vocational Agricultural Teachers' Association
P.O. Box 15051
Alexandria, VA 22309
(703) 780-1862

National Business Education Association
11 East Wacker Drive, Suite 600
Chicago, IL 60601
(312) 644-6610

Professional Organizations in Vocational Education

National Association of Supervisors of Business Education
VTEA School Board of Broward County
701 South Andrews Avenue
Fort Lauderdale, FL 33316
(305) 524-8006

American Society of Allied Health Professions
1101 Connecticut Avenue, NW, Suite 700
Washington, DC 20036

National Association of Health Occupations Teachers
Sarasota Vocational Center
4748 Beneva Road
Sarasota, FL 34233

National Association of Supervisors and Administrators of Health Occupations Education
University of Iowa/IDPE
North 487 Lindquest Center
Iowa City, IA 52242

Home Economics Education Association
1201 Sixteenth Street, NW
Washington, DC 20036
(202) 822-7844

National Association of Vocational Home Economics Teachers
1514 Sugargrove Court
Creve Coeur, MO 63146
(314) 878-8265

Coalition for Vocational Home Economics Education
333 East 4th Street, Apt. C-8
Frankfort, KY 40601

National Association of State Supervisors of Vocational Home Economics
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

National Association of Teacher Educators for Home Economics
College of Home Economics
South Dakota State University
Brookings, SD 57007

Future Homemakers of America
1910 Association Drive
Reston, VA 20091

National Association of Local Supervisors of Vocational Home Economics
45 State Street
Farmington, UT 84025

American Technical Education Association
North Dakota State School of Science
Wahpeton, ND 58075

Industrial Technology Education Association
1914 Association Drive
Reston, VA 22091
(703) 860-2100

National Association of Industrial Technology
204A Sill Hall
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-0358

Marketing Education Association
1908 Association Drive
Reston, VA 22091
(703) 476-4299

Foods and Nutrition/Culinary Arts

American Culinary Federation
P.O. Box 3466
St. Augustine, FL 32084

American Dietetic Association
208 South LaSalle Street
Chicago, IL 60604-1003

American Institute of Nutrition
9650 Rockville Pike
Bethesda, MD 20814

American School Food Service Association
4101 East Iliff Avenue
Denver, CO 80222

Education Foundation of the National
Restaurant Association
20 North Wacker Drive, Suite 2620
Chicago, IL 60606

Florida Restaurant Association
2441 Hollywood Blvd.
Hollywood, FL 33020-6623

National Food Service Association
P.O. Box 1932
Columbus, OH 43216

National Industry for the Food Service Industry
20 North Wacker Drive
Chicago, IL 60606

National Restaurant Association
311 First Street, NW
Washington, DC 20001

Nutrition Education Association
3647 Glen Haven
Houston, TX 77025

Society for Nutrition Education
1736 Franklin Street, Suite 920
Oakland, CA 94612

Professional Organizations in Home-Economics Areas

American Home Economics Association
1555 King Street
Alexandria, VA 22314

Home Economists in Business
5008-16 Pine Creek Drive
Westerville, OH 43081-4899

National Association of Extension Home
Economists
c/o Dolores J. Ellis
315 North 6th Street
DeKalb, IL 60115

National Extension Homemakers Council
4089 Snake Island Road
Sturgeon Bay, WI 54235

Clothing and Textiles

American Apparel Manufacturers Association
1611 North Kent Street, Suite 800
Arlington, VA 22209

American Textile Manufacturers Association
1101 Connecticut Avenue, NW, Suite 300
Washington, DC 20036

Association of College Professors of Textiles and Clothing
P.O. Box 1360
Monument, CO 80132

Costume Designers Guild
11286 Westminister
Los Angeles, CA 90066

Council of Fashion Designers of America
1633 Broadway
New York, NY 10019

The Fashion Group
Nine Rockefeller Plaza
New York, NY 10020

National Retail Merchants Association
100 West 31st Street
New York, NY 10001

Textile Designers Guild
30 East 25th Street
New York, NY 10003

Textile Research Institute
P.O. Box 625
Princeton, NJ 08540

Child Care and Human Services

American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, VA 22304

American Association for Marriage and Family Therapy
1717 K Street NW, Suite 407
Washington, DC 20006

American Council of Nanny Schools
Delta College
University Center, MI 48710

Association for Childhood Education International
3615 Wisconsin Avenue NW
Washington, DC 20016

Day Care Council of America
1602 17th Street, NW
Washington, DC 20009

Family Service Association of America
44 East 23rd Street
New York, NY 10010

International Nanny Association
P.O. Box 26522
Austin, TX 78755

National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009

National Association of Child Care Management
1800 M Street NW, Suite 1030N
Washington, DC 20036

Child Care and Human Services-cont.

National Association for Home Care
519 C Street, NE
Washington, DC 20002

National Association of Social Workers
7981 Eastern Avenue
Silver Spring, MD 20910

National Council on Family Relations
3989 Central Avenue, NE
Minneapolis, MN 55421

National Council of Organizations for Children and Youth
1910 K Street, NW
Washington, DC 20006

National Council on the Aging Family Caregivers Program
600 Maryland Avenue, SW
Washington, DC 20024

National Organization for Human Service Education
National College of Education
2840 Sheridan Road
Evanston, IL 60201

Housing and Home Furnishing

America Institute of Architects
1735 New York Avenue, NW
Washington, DC 20006

American Society of Interior Designers
1430 Broadway
New York, NY 10018

International Drapery Association
11555 Monarch Street
Garden Grove, CA 92645

Interior Design Society
405 Merchandise Mart
Chicago, IL 60654

Interior Design Educators Council
P.O. Box 8744
Richmond, VA 23226

National Association of Realtors
430 North Michigan Avenue
Chicago, IL 60611

National Association of Women in Construction
P.O. Box 181068
Fort Worth, TX 76118

National Association of Schools of Art and Design
11250 Roger Bacon Drive, Suite 21
Reston, VA 20090

National Council of the Housing Industry
15th and M Street, NW
Washington, DC 20005

Society of Certified Kitchen Designers
124 Main Street
Hackettstown, NJ 07804

Home and Institutional Management

American Association of Homes for the Aging
Consumers' Brochures
1129 20th Street, NW, Suite 400
Washington, DC 20036

American Hotel and Motel Association
(AH&MA)
888 Seventh Avenue
New York, NY 10019

Council on Hotel, Restaurant, and Institutional
Education
311 First Street, NW
Washington, DC 20001

Education Institute of AH&MA
1407 South Harrison Road, Suite 310
East Lansing, MI 48823

Hospitality Lodging and Travel Research
Association
888 Seventh Avenue
New York, NY 10019

National Executive Housekeepers Association,
Inc.
1001 Eastwind Drive, Suite 301
Westerville, OH 43081

Homemaking and Family Life Management

American Association of Credit Counselors
1733 Washington Street
Waukegan, IL 60085

American Council on Consumer Interests
240 Stanley Hall
University of Missouri
Columbia, MO 65205

National Employee Services and Recreation
Association
2400 South Downing Street
Westchester, IL 60153

National Recreation and Park Association
3101 Park Center Drive
Alexandria, VA 22302

Society of Consumer Affairs
Professionals in Business
777 14th Street, NW, Suite 236
Washington, DC 20005

Teacher Reference 3 Vocational Student Organizations

FHA/HERO: Future Homemakers of America/Home Economics-Related Occupations

FA: Future Farmers of America

VICA: Vocational Industrial Clubs of America

DECA: Distributive Education Clubs of America

Delta Epsilon Chi: Community College Student Organization for Distributive and Marketing Education

HOSA: Health Occupations Student Association

FBLA: Future Business Leaders of America

Phi Beta Lamba: Community College Student Organization for Health Occupations

TSA: Technology Student Association

Student Progress Check ☑

Youth and Professional Organizations in Home Economics

Name: ______________________________

Date: ________________________________ Period: ____________

Directions: Write your answers in the spaces provided.

1. What is the name of the home-economics student organization?

2. List at least three professional organizations in home-economics occupations.

    a.

    b.

    c.

    d. (optional)

    e. (optional)

Lesson XII-2: Orientation to FHA/HERO

Objective and Introduction

Student Learning Objective

Discuss the history, purposes, functions, and benefits of FHA/HERO.

Identify the responsibilities of the FHA/HERO members.

SPS (July 1994)

E 11.02 Identify the purposes and functions of professional and youth organizations.

E 11.03 Identify the roles and responsibilities of the members.

O 12.02 Identify the purposes and functions of professional and youth organizations.

O 12.03 Identify the roles and responsibilities of the members.

Introduction

As discussed in the previous lesson, FHA/HERO is a national vocational student organization of home-economics education students. FHA/HERO is dedicated to helping home economics students prepare for their active place in society through home-economics education. Students are eligible to join FHA/HERO if they take or have taken a course in home economics in middle, junior, or senior high school.

In this lesson, students will discuss the purposes and functions of FHA/HERO and the roles and responsibilities of its members. Through study of this topic, students should be able to explain the general purposes and functions of other vocational education student and youth organizations and the roles and responsibilities of their members.

Preparation

1. Obtain the *Florida FHA/HERO Handbook, Florida FHA/HERO Guidebook, FHA/HERO*

Teacher Activity

Preparation

1. Obtain the *Florida FHA/HERO Handbook*, *Florida FHA/HERO Guidebook*, *FHA/HERO Advisor's Handbook*, the videotape "*FHA/HERO Is More Than Just a Bunch of Letters*," and other FHA/HERO resource materials.

2. Review the lesson materials, including Teacher References (TR)1, 2, and 3.

3. Prepare the transparencies:

   ☐ Transparency Master (TM), "Benefits of FHA/HERO Membership"
   ☐ *Florida FHA/HERO Handbook*, 1989 edition, pp. K-17, K-18, K-19, K-21, K-22, K-23, K-26, K-27 and K-28.

4. Duplicate the Student Progress Check (SPC), "FHA/HERO."

Presentation	Resources
1. Introduce the topic and the objective.	Objective and Introduction
2. Assign students to teach this lesson.	
☐ Divide the class into small groups.	
☐ Have each group select the topic to teach: FHA/HERO history and purposes, functions and benefits, and the roles and responsibilities of its members.	
☐ Assign students to do research and prepare to teach the class.	
☐ Have students teach.	
3. Discuss the history and purposes of FHA/HERO.	
☐ Briefly explain its history.	TR1: The History of FHA/HERO
☐ Discuss its purposes.	*Florida FHA/HERO Handbook*, p. K-23

Presentation	Resources
4. Discuss the functions and benefits of FHA/HERO.	
☐ Briefly explain its functions.	📖 TR2: The Functions of FHA/HERO, *Florida FHA/HERO Handbook*
☐ Discuss the benefits of joining the organization, using TMs.	▨ TM: Benefits of FHA/HERO Membership
5. Discuss the roles and responsibilities of its members.	📖 TR3: Roles and Responsibilities of FHA/HERO Members
6. Discuss what FHA/HERO stands for; the FHA/HERO objective, motto, creed, purposes, and emblem; and the relationship of FHA/HERO to the class.	▨ Transparencies from *Florida FHA/HERO Handbook*
7. View and discuss the video.	Video: *FHA/HERO Is More Than Just a Bunch of Letters*
8. Discuss the importance of having FHA/HERO experiences to prepare for a hospitality-industry career.	
9. Recruit memberships.	
☐ Ask students whether they are interested in becoming active members.	
☐ Send letters to their parents explaining that FHA/HERO is an integral part of the home-economics program and stating its benefits.	
Evaluation	
1. Administer the SPC.	☑ SPC: FHA/HERO
2. Provide feedback.	📖 TRs 1, 2, and 3
Note: Answers to the SPC are in the Teacher References.	

In Other Programs:

(Please add.)

Teacher Reference 1 The History of FHA/HERO

In 1917, President Woodrow Wilson signed the first National Vocational Education Act into law. This act created federally supported, state-run programs of vocational education which included home economics.

High-school home-economics students belonged to home-economics clubs as early as 1920. But the state groups had not organized a vehicle through which to cooperate with each other. Therefore, the clubs had many different names and ways of operation. Only those clubs that functioned under the sponsorship of the American Home Economics Association (AHEA) had any affiliation with a national group.

In 1944, home-economics leaders from 29 states and student representatives of home-economics clubs and their advisors started plans for developing one national organization. In 1945, a group of national officer candidates from several subregions and a group of advisors drew up a temporary constitution. They also selected a name for the proposed national youth organization for home-economics students --Future Homemakers of America (FHA).

FHA started with 42 affiliated state associations; 2,487 chapters; 92,516 members; and $7,200 loaned by the AHEA. Within the first year of its existence as a national organization, FHA had paid back the loan to AHEA. Operating funds came from the national dues of 10 cents per member per year.

Later on, FHA expanded its name to include Home-Economics-Related Occupations (HERO) in order to be more comprehensive and to include male students. Thus, FHA became FHA/HERO. FHA chapters emphasize consumer and homemaking education, while HERO chapters emphasize preparation for home-economics-related occupations.

Adapted from the *Florida FHA/HERO Handbook.*

Benefits of FHA/HERO Membership

personal growth

leadership opportunities

vocational preparation

community involvement

friendship development

competition opportunities

decision-making skills development

scholarship opportunities

state and national travel opportunities

FUN activities!

Teacher Reference 2

The Functions of FHA/HERO

As the purposes and benefits of FHA/HERO imply, the main function of FHA/HERO is to provide its members with opportunities to fulfill its organizational purposes and benefits. It provides learning experiences that help members develop attitudes and acquire knowledge and skills that are essential for success in both their personal and professional lives. FHA/HERO provides the opportunities and learning experiences beyond the classroom through meetings, special programs, publicity activities, conventions, competitions, service projects, fund-raising projects, social activities, and leadership training.

Membership in FHA/HERO is open to any students in grades 6-12 who are taking or have taken a course in home economics or home-economics-related occupation. Therefore, everyone in your class is a member of FHA/HERO. However, to become an official and active member, a student must pay national, state, and chapter dues. Active members are eligible to hold office, to enter competitive events, to make motions, and to vote.

As an integral part of the home-economics program, FHA/HERO contributes to both in-class instruction and activities beyond the regular school day. Learning-by-doing, hands-on experience, and student involvement in every phase of planning, conducting, and evaluating activities lead to leadership development and career development. As FHA/HERO members develop new skills, they are given the opportunity to demonstrate what they have learned by participating in competitive events at several levels. Competition promotes self-confidence and pride, while preparing students for future jobs and family roles.

Adapted from the *Florida FHA/HERO Handbook.*

Teacher Reference 3 **Roles and Responsibilities of FHA/HERO Members**

The main roles of the members of FHA/HERO are to actively participate in its events and activities, to become contributing members of the organization, and to develop interpersonal, team building, and leadership skills.

Members have certain responsibilities for one-day activities. They are expected to:

1. Be prompt and prepared for all activities.
2. Attend all activities and sessions to which assigned.
3. Keep the chapter advisor/chaperon informed of their activities and whereabouts at all times.
4. Adhere to the dress code at all times.
5. Wear an identification badge at all times.
6. Possess NO alcoholic beverages or narcotics in any form.
7. Keep in mind that they are representing FHA/HERO, school, and family at all times.

Members also have responsibilities for overnight activities. They are expected to:

1. Be financially prepared for all possibilities.
2. Use only public telephones rather than phones in hotel rooms.
3. Swim only with a certified lifeguard.
4. Keep the chapter advisor/chaperon informed of their activities and whereabouts at all times.
5. Be prompt and prepared for all activities.
6. Spend the night after curfew in the assigned hotel room.
7. Maintain quiet in the assigned hotel room after curfew.
8. Attend all general sessions and assigned activities.
9. Wear an identification badge at all times.
10. Adhere to the dress code at all times.
11. Follow all conference rules established by FHA/HERO advisors.
12. Possess NO alcoholic beverages or narcotics in any form.
13. Leave THE designated facility only for authorized events unless written permission is in the possession of the chapter advisor/chaperon.
14. Respect public or private property. Damage to any property or furnishings in the hotel rooms must be paid for by the person who is responsible.

Adapted from the *Florida FHA/HERO Handbook*

Student Progress Check ☑ **FHA/HERO**

Name: ______________________________

Date: ______________________________ Period: ____________

Directions: Write your answer to each question in the space provided.

1. What does FHA/HERO stand for?

2. What are three purposes of FHA/HERO?

3. What is the main function of FHA/HERO?

4. What are three benefits of belonging to FHA/HERO?

5. What are four responsibilities of FHA/HERO members for one-day or overnight activities?

6. When was FHA established?

Objective and Introduction

Student Learning Objective

Describe the components of the 1989-1994 proficiency events.

SPS (July 1994)

Not Applicable

Introduction

As discussed in the previous lesson, FHA holds annual state leadership conferences where proficiency events occur. Florida FHA/HERO holds these events because it is believed (1) that they encourage and motivate teamwork, group decision making, leadership, and excellence; and (2) that the people with a high degree of competence, whether they are individuals or teams, deserve recognition.

If you are an advisor and your students are FHA/HERO members, you should participate in these events.

In this lesson, students will learn the components of the proficiency events.

Teacher Activity

Preparation

1. Obtain the *1989-1994 Proficiency Events Manual.*
2. Review the guidebook and this lesson material.
3. Make a transparency of the Transparency Master (TM), "Components of FHA/HERO Proficiency Events, 1989-1994."
4. Duplicate the Student Progress Check (SPC), "Components of Proficiency Events."

Presentation	**Resources**
1. Introduce the topic and objective.	Objective and Introduction
2. Explain the basic philosophies that govern the development of proficiency-event activities.	*1989-1994 Proficiency Events Manual*
3. Discuss the components of 1989-1994 proficiency events.	TM: Components of FHA/HERO Proficiency Events, 1989-1994.
Evaluation	
1. Administer the SPC.	☑ SPC: Components of Proficiency Events
2. Provide feedback.	
Note: The answer to the second question expresses the basic philosophy of the proficiency events.	

In Other Programs:

(Please add.)

Components of FHA/HERO Proficiency Events, 1989-1994

1. Coping with Life Situations
2. Decorative Food Centerpiece Demonstrations
3. Food-Service Demonstrations
4. Fashion Construction
5. Clothing Production
6. Job Application and Job Interview
7. Parliamentary Procedures
8. Pauline Wiloughby Literary Events
9. Illustrated Public Speaking
10. Impromptu Speaking
11. Storytelling
12. Kids, Inc.
13. Little Friends
14. Family Communications
15. Housing Design
16. Honor Roll
17. Community Involvement

Student Progress Check ☑ Components of Proficiency Events

Name: ______________________________

Date: ______________________________ Period: ____________

1. List five components of the 1989-1994 proficiency events of FHA/HERO.

   a.

   b.

   c.

   d.

   e.

2. Why does FHA/HERO hold proficiency events?

Lesson XII-4: Impact Process for Problem Solving

Objective and Introduction

Student Learning Objective

Describe the steps involved in the impact process for problem solving.

SPS (July 1994)

O 12.05 Demonstrate confidence in leadership roles and organizational responsibilities.

E 11.05 Demonstrate confidence in leadership roles and organizational responsibilities.

Introduction

When there is a group, there must be a leader who provides the group members with direction and guidance to get things done. The leader must have good communication skills and good interpersonal skills.

As leaders of student organizations or any other groups, students will have many situations that require their skills in resolving conflicts and solving problems. Various techniques can be used; there is rarely just one solution to a problem. One of the problem-solving techniques is the impact process.

Problem-solving techniques, such as the impact process, may be applied in full, or only the steps that relate to a particular problem may be used. Not all steps of the impact process need to be used for all problem situations. Once the basic techniques are learned, they can be applied without each step having to be thought through.

In this lesson, students will learn about problem-solving skills using the impact process.

Preparation

Teacher Activity

Preparation

1. Review the lesson materials, including the Teacher Reference (TR).
2. Make a transparency of the Transparency Master (TM), "The Impact Process."
3. Duplicate the Student Handout (SH), "The Impact Process for Problem Solution."
4. Duplicate the Student Progress Check (SPC), "The Impact Process."

Presentation	Resources
1. Introduce the lesson.	Objective and Introduction
☐ Present a problem situation such as the following and ask, "Suppose you are the president of the FHA/HERO or any other club. If one of your club members asked the following question, how would you handle this situation?" - The situation: A club meeting is almost finished. - president [you] asked, "Are there any comments or further business?" - A member asked, "I think our meetings are getting pretty boring, and I heard that last year the club had interesting programs and projects where the members were more involved. What exactly do you plan to do about keeping the members more involved and interested in our club?"	flip chart or chalkboard
☐ Discuss the students answers.	
2. Explain the impact process, using TM.	TM: The Impact Process
3. Discuss the application of the impact process, using the TR.	TR: Example of Impact-Process Application
☐ Remind students of your opening question (No. 1 above).	
☐ Have students read the handout.	SH: The Impact Process for Problem Solution
☐ Discuss how they can apply the impact process to problem solution.	

Presentation	**Resources**
4. Practice using the impact process.	TM: The Impact Process
☐ Identify problem (hypothetical or real) situations where the impact process can be used.	📖 TR: Example of Impact-Process Application
☐ Have students apply the impact process to solve the problems.	
Evaluation	
1. Administer the SPC.	☑ SPC: Impact Process
2. Provide feedback.	A Answer to SPC

In Other Programs:

(Please add.)

The Impact Process

Symbol	Meaning
∷	STATE THE PROBLEM
○	BRAINSTORM
◎	NARROW ALTERNATIVES AND EXPLORE RESOURCES
↑	DETERMINE PROJECT GOAL
□	PLAN ACTIVITIES TO ACHIEVE THE GOAL
▣	IMPLEMENT THE PLAN
⊞	EVALUATE THE PROCESS

Example of Impact-Process Application

State the problem.

What program should we have for our next monthly chapter meeting, when the FHA/HERO target is "Families and Future?"

Brainstorm for alternatives.

The group brainstormed ideas for a program topic and the results are:

- ☐ teen pregnancy
- ☐ teen suicide
- ☐ single parenting
- ☐ dual-career families
- ☐ day-care centers

Narrow alternatives and explore resources.

The group chose a few potential topics from the ideas presented and explored resources for each topic as follows:

- ☐ teen pregnancy - panel discussion, skit
- ☐ teen suicide - speaker, movie
- ☐ single parenting - skit, speakers

Determine project goal.

After discussing the pros and cons and the resources for each potential topic, the group chose "teen pregnancy."

Plan activities to achieve the goal.

The group brainstormed ideas to plan for activities to achieve the goal. The goal was to present teen-pregnancy program in an interesting way and in a way that would involve many members. Then, the group members outlined what to do, how to carry their plan, and what resources to use.

Implement the plan.

To implement the plan, the president appointed committees to work on various parts of the program, making sure that every member felt involved in some way.

Evaluate the process.

To evaluate and analyze what happened, how the program went, and what should be done to improve it, the president assigned a group oral evaluation at the next meeting and had each individual member write a short report of what he/she had learned, how he/she was involved, and what should be done differently to make the program better next time.

Student Handout

The Impact Process for Problem Solution

Situation: Many members of an FHA/HERO chapter are not participating in the chapter projects or programs. They think the programs are boring and uninteresting. In the previous meeting, a member, Mary Williams, asked the chapter president what his plan was to solve this problem. After thanking Mary for her comments, he assigned Mary to learn and use the impact process with the group to solve this problem in the next meeting. The following is what happened in the next meeting.

President: I would like to introduce Mary Williams, our chapter representative, to teach us more about the impact process and to help us make some decisions about our program for the next month.

Mary: Thank you, Jim. I would like to ask our advisor, Mrs. Gonzalez, and Jim to help me as we work through this process we have been learning. I have really learned a lot about decision making, and think that this will help all of us to get more involved in planning better chapter programs. One thing I personally have learned is that it is better and more productive to get involved and do something about the problem than just to complain about it. At the officers' training session, Mrs. Gonzalez showed us how we could use the impact process to help our chapter in planning better programs.

First, Mrs. Gonzalez taught us that any problem solving should begin with a clear statement of the problem, so I have done that at the top of the worksheet you've been given. Our problem for today is: "Deciding on a program for our next monthly meeting." At the officers' meeting, we chose one of our state targets to emphasize each month this year. Our target for next month will be "Families and Futures," so that will help us focus our efforts as we move through the steps in decision making.

The first step in the impact process is to **brainstorm.** This is the creative step, where we let all those present give their ideas without judging. I'd like to break you into small groups now and give you three minutes to brainstorm ideas, then **narrow** those down to one idea your group can agree on and bring back to the large-group discussion. This is small-group brainstorming.

Next, we'll list every group's idea on the board, discuss some of the pros and cons of each one, and explore some of the resources we might use for each idea, such as guest speakers, panel discussions, skit, field trips, etc. This is how we learned to do the second step, "**narrow alternatives and explore resources**."

Our next step is "**to determine the project goal**"--that is, determine the direction we are going in and discuss what we hope to accomplish. This is when we will have to make a final decision about which of our brainstorming ideas will be the one we can agree on.

Now that we have decided as a group to do a program on teenage pregnancy next month, we need to "**plan activities to achieve the goal,**" involving as many of our members as possible. Let's go back to brainstorming for a few minutes. What are some ways that we could present this program in an interesting way, and involve many people as we do so?

Student Handout-cont.

Next, we learned that no plan is any good at all unless we "**implement the plan,**" that is, unless we put ourselves in the middle of the plan, and put some action into it! That is what the small square in the middle of the larger square represents to me--putting **me** into the plan. What committees do we need to select today to carry out our plans? At this point, I have helped you to work through the steps in decision making, and I have learned how to become a more involved member! I will now turn the program back over to Jim, our president, who will help us form the committees and get to work.

President: The final step will come after the program is completed. This is the "**evaluation**" step --when we come back together and discuss how we feel about the outcomes of our program and how it helped us make this decision together, using impact!

Discussion Questions:

1. What do you think about Jim's asking Mary, who raised the question about boring programs, to share the impact process next meeting? Would you do the same thing? If not, what would you do instead?

2. What steps are involved in the impact process?

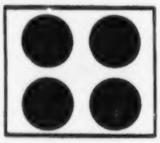
3. Do you think the impact process is a good technique for solving problems? If so, why? If not, how would you solve problems?

Student Progress Check ☑ **The Impact Process**

Name: ______________________________

Date: ______________________________ Period: ____________

The following symbols indicate the steps involved in the impact process. Write the step next to each symbol.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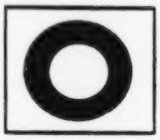
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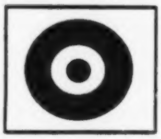
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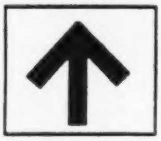
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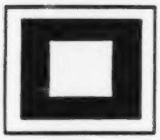
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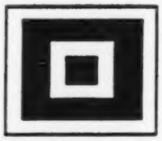
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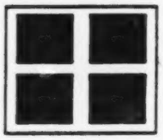
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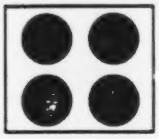
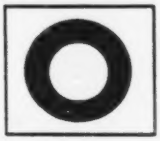
Answers to Student Progress Check A

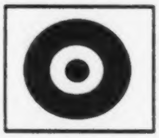
The Impact Process



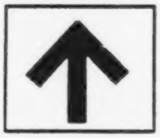
State the problem.



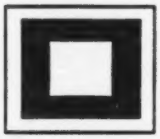
Brainstorm.



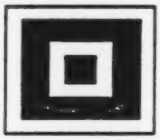
Narrow alternatives and explore resources.



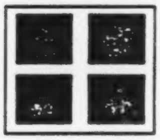
Determine project goal.



Plan activities to achieve the goal.



Implement the plan.



Evaluate the process.

Lesson XII-5: FHA/HERO Personal Growth Project

Objective and Introduction

Student Learning Objective Develop a personal growth project.

SPS (July 1994) **O** 12.07 Develop a personal growth project.

E 11.07 Develop a personal growth project.

Introduction

Leaders are not born. People become leaders by learning about and developing leadership skills through practices. These skills include (1) getting everyone involved, (2) building and encouraging team spirit, and (3) showing appreciation. Leaders need these skills to achieve their organizational goals. But, in order to become a leader, one must first know how to set and achieve personal goals. Such a person can then learn to organize and provide direction for others who will help achieve organizational goals.

In other words, leaders should first grow personally. The FHA/HERO encourages students to develop leadership skills through personal growth projects.

In this lesson, students will discuss how to identify goals for a personal growth project and will carry out a personal growth project.

Teacher Activity

Preparation

1. Review the lesson materials, including the Teacher Reference (TR).
2. Prepare cutouts for use on a sample poster.
3. Have various magazines on hand for students to cut up.
4. Organize poster board, scissors, tapes, glue, etc., for easy access.

Presentation	Resources
1. Introduce the topic and student learning objective.	● Objective and Introduction
2. Distinguish among *needs*, *wants*, *values*, and *goals*, using the TR.	📖 TR: Definitions and Examples of Needs, Wants, Values, and Goals
☐ Ask students to define the four terms.	
☐ Ask them the differences among the four.	flip chart or chalkboard
☐ Define each term.	
☐ Provide examples of each.	
3. Make a sample poster with students, calling it, for example, "My Values and Goals."	poster board, magazines, scissors, tapes, and glues
☐ Cut out pictures of items that are of value to the students, such as family, money, friends, telephone, clothes, fame, honor, high social status, integrity, etc.	
☐ Have students place the pictures on the poster and identify them as values or goals.	
☐ Have students rate the "value items" and "goal items" in terms of the importance to them.	

Presentation	Resources
4. Discuss the relationship between values and goals.	flip chart or chalkboard

4. Discuss the relationship between values and goals.

   ☐ Ask students to list ten items they would take on a trip into space.

   ☐ Have them re-evaluate the items and select the three most important items.

   ☐ Discuss the relationship between values and goals -- or explain how our values help us set our goals.

5. Have students "practice" personal growth projects.

   ☐ Ask each student to write one goal he/she can achieve in a week.

   ☐ Have students list the steps necessary to achieve their goals successfully.

   ☐ At the end of the week, have each write a one-page paper or prepare an oral report about how it feels to achieve or not achieve the goal.

   ☐ Discuss how achieving one's goals affects personal growth.

6. Have students plan a personal growth project.

   ☐ Brainstorm ideas on subjects for the projects.

   ☐ Have students narrow down a broad subject to a specific topic.

   ☐ Have them determine their goals for personal growth.

   ☐ Have students do the personal growth project as a written report, oral report, demonstration, display, collage, poster, or any other creative means of communication.

Note: This activity may be used for the **Student Progress Check**.

Presentation	**Resources**
7. Provide feedback. **Note:** The feedback and discussion should focus on whether or not students have achieved their goals.	

In Other Programs:

(Please add.)

Definitions and Examples of Needs, Wants, Values, and Goals

Needs

Everybody needs certain things to survive, such as food, water, clothes, and a place to live. These things satisfy our physical needs for health, security, and safety. Once our physical needs are met, we need social needs, such as for the love and companionship of people. Then, we also need to have self-esteem to feel good about ourselves and self-actualization to maximize our potential. New experiences help us learn and develop self-actualization. We need all of these.

Needs are essential things that we cannot get along without.

Wants

Wants are things we desire to make life more enjoyable. Some wants are also needs. We all need food and drink to survive. Sometimes we want to eat unhealthy, but tasty, food, although what we need is more healthy food, which may not be as tasty.

Values

Values are our beliefs about what is right and what is wrong. They are guidelines for the way we live and work with others.

Sometimes, our close friends do things we don't approve of, such as doing drugs or smoking. When they ask us to do drugs or smoke with them, our response is based on our values. Since most of us don't value doing drugs or smoking highly, we can refuse our friends' suggestions.

Values are shaped by what we learn at home, school, and church/synagogue/mosque. They are also shaped by the beliefs and values of the people we admire and respect, such as friends, parents, teachers, and other role models. Sometimes we don't know what to think about certain issues and therefore cannot develop values. For these issues, it's best to talk with people we respect and admire.

Goals

To put our needs, wants, and values into action, we set goals. Goals are the things we want to accomplish. There are basically three types of goals: (1) goals that meet basic physical needs, (2) goals that provide our wants, and (3) goals that are derived from our values.

A goal for a basic physical need may be to obtain food to eat, clothes to wear, and a place to live. A goal to meet our wants may be to buy a tape recorder by saving money. And a goal derived from our values may be to help the FHA/HERO chapter sponsor/advisor prepare for the Proficiency Event instead of going to a movie with friends.

**Florida Foodservice . . .
Growing Fast,
Looking for
Good People!**

COUNSELORS' AND ADVISORS' GUIDE

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Counselor's and Advisor's Guide to the Florida Foodservice Industry...

If you're a parent, counselor or advisor with an opportunity to guide young people in career choices, you'll find that the Florida Foodservice Industry is one of their best bets for achievement, growth and success.

Consider these amazing facts...

In Florida alone, there are some 44,000 foodservice establishments...

Florida foodservice employs more than 500,000 people, making it the state's #1 non-agricultural employer and its #1 employer of women and teenagers.

About 200,000 new Florida foodservice employees will be hired from 1986 to 2000, and foodservice grows through good and bad economic times.

Opportunities range from entry-level to top corporate level management positions, plus there are countless openings with manufacturers, distributors and other related foodservice organizations.

And there's tremendous room for advancement. In fact, one major restaurant chain says half of its top-level and mid-level managers worked their way up from entry level jobs.

First for the Future

Foodservice is a career with an exceptional future, offering exciting possibilities for growth and personal satisfaction while helping meet everyone's most basic need for food.

Moreover, foodservice offers outstanding opportunities to individuals with varying levels of education. For the high school-trained, a foodservice career is an immediate possibility. Advanced academic training in junior and community colleges, or in a four-year and/or graduate program at a college or university, greatly expands career potential. And with today's technology, those with the ability and desire to enter the more sophisticated areas of nutrition, computer technology and food chemistry-development face a bright future.

Foodservice has opportunities for virtually all ages, too. Recent high school graduates and those who are beginning or changing a career later in life all find that foodservice is an excellent choice.

FOOD SERVICE CHART

Foodservice: An Overview

Foodservice is a broad term encompassing various establishments supplying and preparing food for consumption away from home. These include:

Restaurants of all kinds such as coffee shops, fast food chains, carryout operations, cafeterias, fine dining facilities and store counters;

Food outlets in hotels, motels, clubs, cocktail lounges, taverns and department stores;

Transportation food outlets such as airlines, steamship and railroad operations;

Institutional foodservice at offices, factories, military bases, schools and colleges;

Healthcare foodservice in hospitals, nursing and convalescent homes and retirement centers;

Catering firms such as mobile trucks, vending machines and party and banquet contractors; and,

Related industries, including food and equipment manufacturers and distributors employing qualified sales representatives and executives to meet nationwide demand.

The American Foodservice Scene

No country is on-the-go and eats more on-the-run than the United States. We have approximately 710,000 foodservice operations.

Nationally, the Foodservice Industry prepares over 40 billion pounds of food for consumers each year — about one-fifth of all food produced in the U.S. And these meals are served during nearly 200 million consumer transactions each day!

Key Job Opportunities

Foodservice means opportunity and personal growth for qualified, energetic people, because it's one of the few fields offering a wide range of opportunities regardless of experience. In fact, how many industries these days are willing to employ unskilled persons and give them a chance to start at the bottom and work their way up?

Naturally, the amount of formal and on-the-job training prospects have determines their level of entry into foodservice. But the industry's depth and breadth leaves plenty of room for upward mobility — and those willing to make a personal investment in their success are virtually guaranteed a good spot!

Actual job titles/descriptions vary by organization, but following is a list of typical foodservice opportunities, with a brief explanation of responsibilities.

Entry-Level Positions

These positions require minimal training:

Busperson — Clears and resets tables with fresh linen, silverware; refills water glasses, assists waiters and waitresses in serving and housekeeping chores in the dining area. An excellent way to begin learning foodservice skills.

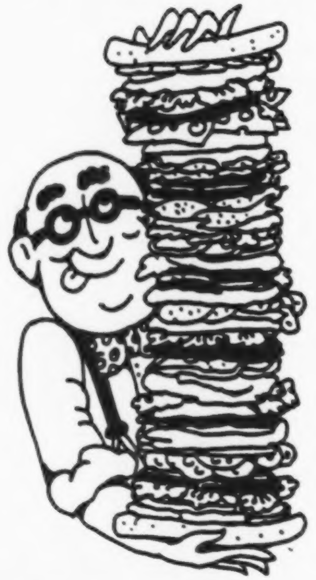
Waiter, Waitress — Responsible for food orders and service to customers. Critical to any foodservice operation, waiters and waitresses must like people and be poised and efficient under the stress of simultaneous demands. Many energetic, outgoing people make this their permanent career.

Host, Hostess — Greets patrons, maintains reservation lists, shows guests to tables, ensures order and cleanliness in the dining area, and may handle complaints. Requires good organizing skills, tact, a ready smile, neat appearance and an affinity for dealing with the public.

Sanitation/Maintenance Employee — Vital to foodservice operations, these workers ensure that walls and floors are clean and that there's a steady flow of clean cooking equipment, utensils, dishware and silver. Most foodservice operations have dishwashers and other machines to streamline these tasks. A good way to "break into" kitchen operations.

Bartender's Assistant — Excellent groundwork for becoming a bartender. Assists the bartender in maintaining bar stock, cleaning glassware, replenishing ice supply and cleaning the bar area.

Kitchen Assistant — Assists cooks, chefs and bakers in measuring, mixing, and preparing ingredients. Experienced supervision can make this an excellent food preparation career start.



Sandwich Maker — The title implies the responsibility and there's ample room for creativity in fillings, dressings and presentation. Fast, careful and artistic sandwich makers acquire skills that can lead to better jobs.

Soda Fountain Assistant — Prepares sodas, sundaes, shakes and other ice cream creations. May also do sandwiches and serve short orders. A fast-paced job and a good way to learn general foodservice procedures.

Beverage Assistant — Prepares coffee, tea, hot chocolate and other beverages. May assist in the pantry or help in the kitchen during rush hours. Another good entry position for a food preparation career.

Semi-Skilled Personnel

Middle level positions vary considerably from one operation to another, but generally require some experience. On-the-job training is often provided.

Bartender — Requires an excellent memory for hundreds of beverage recipes ranging from the common to exotic. In addition to serving customers, bartenders may fill drink orders for waiters and waitresses. Requires a congenial personality and knowledge of how to order for and stock the bar, maintain inventories of liquor and glassware. In addition, bartenders must be familiar with state and local laws concerning sales of alcoholic beverages.

Cashier — Receives payment from customers, so must be good with figures and, as a customer contact person, the cashier must be tactful, friendly and gracious.

Food Checker/Expediter — Verifies each food order as it leaves the kitchen.

Cook — Prepares and portions all food served. Often specialized in large operations, with one or more cooks responsible for specific product categories such as vegetables, soups, meats and sauces.

Pastry Chef. Baker — Bakes cakes, cookies, pies and other desserts, as well as bread, rolls, and quick breads. Some operations require skill in cake decoration.

Pantry Supervisor — Supervises salad, sandwich and beverage assistants. Should be able to create attractive food arrangements. May also supervise cleaning crews and be responsible for requisitioning supplies.

Dining Room Manager — May have responsibility for supervision of all dining room staff and activities, including staff training, scheduling of staff working hours, keeping time records and assigning work stations. Must be a leader who's objective, fair, conscientious and observant. Should also be capable of working in a formal public atmosphere. Sometimes known as Waiter-Captain, Head Waitress, or foodservice supervisor.

Purchasing Agent/Storeroom Supervisor — Orders, receives, inspects and stores all goods shipped by suppliers, plus oversees distribution to different food preparation departments. Requirements include inventory management skill, awareness of good food storage practice and up-to-date knowledge of market prices. Often assists a head manager or executive chef.

Meat Cutter — Must be expert at cutting down beef, veal, lamb or pork from full carcass, halves and quarters to serving portions which are then cut, trimmed and prepared to chef's orders. May also be called upon to cut poultry and seafood.

Top Management and Related Positions

Qualifying for high level positions usually requires education and experience. Opportunities exist at restaurants, institutions, healthcare facilities, administrative headquarters of foodservice manufacturers and distributor offices.

Designations/responsibilities vary greatly from one business to another, so these are general examples:

Corporate Office Positions — Foodservice companies need managers with expertise in various specialties, including marketing, public relations, training, finance, facility design, accounting, research, personnel and legal services. Some of these positions do not require actual restaurant experience, but it is always helpful, as is a college education.

Multi-unit Supervisors — Many chains need district supervisors to oversee several restaurants and area supervisors to oversee several districts. Restaurant experience is usually required.

Foodservice Manager — Responsible for profitability, efficiency, quality, and courtesy in all phases of a foodservice operation. In large organizations, the manager may direct supervisory personnel at the next lower level. In smaller operations, he or she may supervise kitchen and dining room staff directly. Must have a thorough knowledge of the responsibilities of all restaurant staff. Will play a major role in the overall success of an establishment through good business, sanitation and promotion practices.

Assistant Manager — Must be able to assume a manager's duties, so good management skills and familiarity with overall foodservice operations are essential. Performs specified supervisory duties under the manager's direction.

Food Production Manager — Responsible for all food preparation and supervision of kitchen staff. Must have leadership skills and know food preparation techniques, quality and sanitation standards, plus cost control methods.

Personnel Director — Usually employed in larger restaurants, foodservice chains or as a specialist in hotel or institutional foodservice operations. Responsible for hiring and training of foodservice personnel and administering employee relations, benefits, safety and communications programs.

Executive Chef — Responsible for all quantity and quality food preparation, supervision of "sous" (support) chef and cooks, and menu and recipe development. Must be well versed in latest foods, equipment, sanitation procedures and market conditions. Requires formal training at college, culinary or vocational school and an apprenticeship for industry certification.

Menu Planner — Often works with executive chef to select menu items. Must know foodservice costs, preparation techniques and equipment, consumer trends and preferences. Generally requires a college or associate degree in dietetics or food and nutrition. Foodservice managers or food production managers may also perform these duties.

Director of Recipe Development — Creates new recipes for the menus of larger restaurants or restaurant chains. Usually has executive chef training and certification.

Merchandising Supervisor — Plans and carries out advertising and promotional programs to increase sales. May also handle public relations activities. Must have ability to work with printers, artists, writers and other suppliers. Must know employer's foodservice operation thoroughly and apply market research techniques as well as budgeting and planning skills. Usually requires a college degree in advertising, marketing, merchandising or promotion.

Foodservice Career Paths

The foodservice industry offers many different career paths, but two common possibilities are shown here. Keep in mind that opportunities exist for management positions above the manager level, particularly in chain restaurants and hotels.

Assistant Cook >>> ***Cook*** >>> ***Chef*** >>> ***Assistant Manager*** >>> ***Manager***

Bus Person >>> ***Wait Person*** >>> ***Host/Hostess*** >>> ***Assistant Manager*** >>>***Manager***

Industry Compensation

Position	Compensation*	Position	Compensation*
Corporate Officers	$66,000 - $314,055	Banquet Manager	$34,900
Vice Presidents	$80,750 - $107,000	Catering Manager	$36,150
Controller	$45,000	Unit Manager	$36,000
Training Director	$48,275	Assistant Unit Manager	$27,000
Food and Beverage Director	$47,500	Night Manager	$25,331
Executive Chef	$43,000	Dining Room Manager	$27,450
Regional Manager	$69,633	Kitchen Manager	$30,162
District Manager	$53,400		

*Compensation levels include annual bonuses and represent the upper quartile.
Source: Survey by the National Restaurant Association and the Hay Group Inc. 1991

Careers in Related Fields

When you are served in a restaurant, a myriad of skills and services converge to ensure your enjoyment. Foodservice career candidates should expand their thinking to include many support jobs that aren't always visible. For example, there are thousands of opportunities with the suppliers of products, equipment and distribution services, such as:

- Executive officers of major food manufacturers and distributors, including purchasing, sales, distribution, finance, accounting and general business administration;
- Research/development laboratories of major food processors and manufacturers, with specialists in engineering, chemistry, food technology and product development;
- Manufacturing plants of major food processors and equipment makers, including manufacturing, packaging and quality control; and,
- Agencies supporting foodservice manufacturers/operators/suppliers with market research, marketing, advertising, sales promotion, public relations, and financial and computer services.

Qualified People Are Needed As. . .

- Instructors in culinary and foodservice subjects — both hands-on and management courses — at high schools, trade and technical schools, community and junior colleges and four-year colleges;
- Nutritionists, especially in all phases of the healthcare industry;
- Dietary Managers for a diverse array of nutritional and dietary programs;
- Owners of foodservice operations, who apply their training and resources to improve their operations and enhance the industry's quality;
- Foodservice consultants, who offer in-depth knowledge and guidance about equipment, menus, interiors, and business strategies; and,
- Computer technicians for all branches of Foodservice.

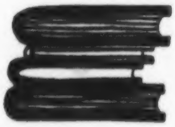
Career Success

You are invited

A foodservice career can provide many rewards but is also quite demanding. Those who succeed share several important characteristics, each contributing to their advancement:

- *Positive Work Attitudes* — These begin with punctuality, pride in personal appearance and a business-like manner. There's also an eagerness to learn, a willingness to work and an ability to accept constructive criticism and direction.
- *Intelligence and Ambition* — The Foodservice Industry needs people at all job levels. Opportunities are excellent to gain experience and training, both academic and on-the-job. But career candidates must have the ambition to use these opportunities as stepping-stones to advancement. They must also have the intelligence to gain the maximum benefit from their training and experience.
- *Physical and Mental Health* — Every foodservice job involves peak periods. . .and deadlines preceding them. Pressures can be intense; intermittent workloads can be heavy. Good physical health is a must, as is a healthy mental outlook that enables each individual to work well with fellow workers and serve the public effectively.
- *Customer-Oriented* — An efficient foodservice operation requires the smooth coordination of many personalities and skills. The major goal of all foodservice positions is to satisfy the consumer. An individual's sense of accomplishment depends on recognizing this goal and dedicating his or her efforts to achieving it.

Training-Go-Round: Where to Get Off?



The Foodservice Industry subscribes to the adage, "Experience is a great teacher." And, more than most industries, it offers a great variety of entry-level career opportunities with a route to the top for the intelligent, ambitious, and hard-working person.

This makes foodservice well worth considering for the recent high-school graduate who plans an immediate career start and those making a later-life career change. Because foodservice's need for people is growing rapidly, many operations are willing to invest time — and often money — in training newcomers. Once an individual has gained a good base of knowledge, it is possible to move upward, often quite rapidly, into jobs with more responsibility and better pay.

High School Courses

There are also ways students can accelerate their foodservice careers. Foodservice courses in high schools or vocational schools can give the graduate a slight advantage — depending on the number and types of courses taken. Part-time foodservice work while still in school can also help.

High school vocational training in foodservice is valuable whether the student plans advanced education or not. With prior training, those who start their careers immediately after graduation can qualify for better entry-level jobs. And those who continue their education toward a foodservice career have gained essential background knowledge for taking advanced courses.

Military Training

Various branches of the armed services offer quality foodservice training beyond basic KP duty. An enlistee can acquire invaluable experience as a kitchen helper or cook and can even become an executive chef with industry certification.

Junior/Community College Programs

Junior and community colleges offering associate degrees in various phases of foodservice are one of the industry's richest sources of new management talent. Hundreds of positions are open to graduates with this training!

Two-year college programs prepare graduates for starting administrative and supervisory jobs in nearly any type of foodservice operation. And a wide variety of courses are available, including: food preparation; menu planning; food purchasing and storage; equipment purchasing and layout; personnel management and job analysis; food standards and sanitation; diet therapy; catering; beverage control; food cost accounting and record keeping.

In addition, a number of general courses are usually required for a degree. A student's knowledge and perspective can be broadened by taking such courses as: psychology, communications skills, physical education, sociology, economics, chemistry and nutrition.

A junior or community college education will cost less than a four-year program, and scheduling can be very flexible. Many programs combine classroom work with practical job experience in part-time foodservice jobs.

Junior or community college students can usually transfer credits to a four-year college or university if they seek a bachelor's or graduate degree.

Many foodservice executives take an active interest in junior and community college programs, serving on advisory committees, as part-time instructors, and as guest speakers. And many operators support their local college programs by providing part-time employment for students and career opportunities for graduates.

The Bachelor's Degree and Graduate Study

All segments of the industry continually need more graduates of four-year college programs in foodservice management.

These graduates qualify for such key jobs as assistant manager, food production supervisor, purchasing agent, food cost accountant, foodservice director, director of recipe development, personnel director, sales manager and banquet or catering manager. Jobs are offered in all types of organizations, including restaurant chain operations, institutional and healthcare services, club management and airline in-flight catering.

Undergraduate programs include: basic and advanced courses in food preparation; specialized courses in restaurant accounting, catering, management, sanitation; and general courses such as economics, law, marketing, cost control and finance. Many four-year colleges also require summer work in hotels, restaurants or institutions.

Graduates of four-year programs receive bachelor's degrees in hospitality, restaurant or institutional management, dietetics, home economics or business administration. Some schools also offer master's and doctoral programs in foodservice administration and food science. An advanced degree provides the opportunity to develop new and better foods and processes or apply technical knowledge to management and systems.

Hi-Tech and "Computer-Ease"

All foodservice businesses rely heavily on computers for such number-based management jobs as budgeting, forecasting, production, waste and inventory control.

It should be stressed to students interested in foodservice management that computer skills are a critical prerequisite. Using a desk-top computer, managers, directors, dieticians and executive chefs make financial calculations, assemble reports and recipes, retrieve and dispense information to other computers, check inventory, place an order and check a bill. They can even evaluate the popularity and profitability of menu items with computer links to cash registers.

As result, though computers will never replace the smile of a congenial waitress, they are making the foodservice business easier and more profitable.

The Big Picture

Most industries grow stronger or weaker with time and economic changes. But foodservice has continued to grow in both good and bad times.

To be sure, no industry is totally immune from economic fluctuations. Economic slowdowns, however, simply decrease the pace of foodservice's growth; they don't stop it completely. Both sales volume and employment have continually increased.

That means foodservice has offered excellent long-term security in the past, because there were always more jobs than people to fill them. And this performance is likely to continue, because food is a basic staple, and food consumption away from home has become part of our lifestyle.

Nationally, the foodservice industry already employs some 8,000,000 full-time workers. Yet an estimated 250,000 new employees will be needed each year for the foreseeable future.

Comparing Benefits

Competition for effective, highly-motivated people among foodservice operations has pushed up wage scales for all positions — from entry level to top management. Thus, foodservice salaries are competitive with other industries.

Additional benefits vary considerably among foodservice operations. Many organizations provide hospitalization and health and accident insurance. Others offer retirement bonuses and profit sharing plans as well. Paid vacations are usually part of the benefit package. Some operations provide employee uniforms and meals on the job. Another significant benefit is a vast job market that lets foodservice employees locate virtually anywhere they wish — and work in almost any kind of foodservice operation they choose.

The Proof's in the Pudding

The Florida Foodservice Industry encourages you to encourage interested career candidates to test a foodservice position firsthand. Many large foodservice organizations offer summer programs and there are always part-time opportunities available in your community.

Generally these positions are at the entry level — busperson, waiter/waitress, cook's assistant or host/hostess — requiring little or no experience. But you can emphasize that these jobs offer an excellent look at the foodservice process from the inside-out, and just may provide that critical first step into what could be a very successful career.

You might also remind prospects that the industry is unusually varied from operation to operation. If a candidate is not pleased with his or her first position, there's unlimited opportunity to choose a new location, a new area in the field and a different position.

This sampling process can itself be interesting and profitable. And for those who view it as an educational experience, they may enjoy discovering that Florida foodservice offers benefits that can last a lifetime.

Want more details? We also urge you and the student to visit different types of foodservice establishments in your area and, for more information, please feel free to contact:

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